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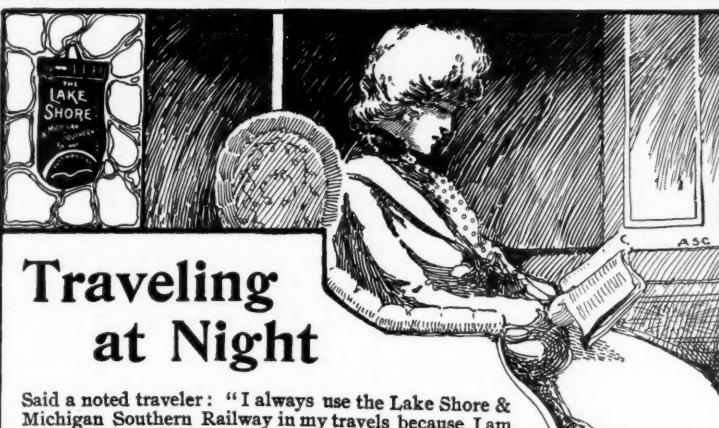
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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXV.

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Looking for Gold.

Nowhere are the temptations to fault-finding so many and so insistent as in the school-room. Nowhere is the penalty for yielding to them more certain and more severe and more prolonged. It is easy to find fault, but it is difficult—very difficult at times—to discover good. Yet great is the reward that comes to the loving searcher for the good.

The persons most directly benefited by the kindly attitude of the teacher always on the lookout for actions and traits deserving of commendation and encouragement appear to be the pupils. It is right that they should have all the sunshine that the school-room can hold. The younger the plants the more in need they are of the warmth of a kindly sun. If there must be rain it is the gentlest kind that does the greatest good. Storms and hail and frost do not encourage growth and life. Is it hard to be appreciative of the feeble efforts of children? Nevertheless, remember that children thrive best in an atmosphere of joyful activity.

But far more precious are the gifts that descend upon the teacher who is ever on the alert to see the good, however much it may be encumbered and concealed, who is more anxious to know what is best in the boy and the girl than to devise punishments for evil-doers. Fault-finding has a blighting effect upon one's character. It makes one harsh and bitter and not desirable as a companion. The habit of always seeing good lends sweetness to one's disposition, and wins friends everywhere. To be sure, it requires a special faculty to discover good, but this faculty is nothing inborn. It is acquired, as are other habits, by unceasing practice. Its roots are unselfishness and considerateness.

To be appreciated presupposes that we ourselves possess the good we are looking for in others. To find pleasing qualities in those we love is not merit. But to see the diamond in the rough requires the eye of an expert. The gold-mining fields have many lessons for the teacher in this respect. Even an ignorant miner, who has little to guide him but the desire to find gold, is increasingly successful as his practical experience develops. Determination and persistency may in the course of years enable him to find traces of the precious metal where the eye of the tyro would see only dross. Those who have been scientifically prepared for the work will do even better, all other things being equal, than a self-made miner. It is nothing short of miraculous sometimes to witness the extraction of gold from earth that to the untrained eye appears to be absolutely devoid of any value.

Use well the talents you have in searching for the good. Always consider the needs and wishes of your pupils before your own, and you will be surprised at the amount of happiness that will come to you, besides the beauty your character gains. Milton's description of

Eve suggests the rewards of a woman's constant thoughtfulness and considerateness: "Heaven in her eye and in every gesture dignity and love." Are you employing your best talents to this end? Unto whomsoever much is given, of him shall much be required.

I said that the gain for the teacher was even greater than that of the pupil, and yet I may be wrong. It is difficult to estimate who is more blessed, he who receives or she who gives? Happy the children who have the kindly, sympathetic, encouraging, sunny teacher. Their education is richer than that of others who want such a teacher.

And what lessons these thoughts suggest to the thoughtful superintendent and principal! Pass them on.



Tendencies in Teaching Arithmetic.

In speaking on this subject before the Rhode Island Institute of Instruction, Supt. George I. Aldrich, of Brookline, Mass., said in part:

Among the hopeful tendencies in the teaching of arithmetic may be mentioned the disposition to simplify the treatment of the subject by the omission of unduly large numbers and some departments little used. There is a disposition to rely more on reason than on memory. The old practice of memorizing rules has largely disappeared. The tendency toward objective teaching is stronger than ever before. Clear mental perception depends on clear physical perception, and for that the objects themselves must be at hand.

In some other tendencies we have departed from the road which might better have been traveled. In school-rooms there is altogether too little blackboard work on the part of the pupils. There was much value in the practice of working out individual examples on the board in accepted form, and accounting for every step by explanation. I cannot conceive of intelligent work on the part of the pupil without some reason for each step. I fear we are giving too little attention to individual expression as it relates to the subject matter, bound up in rules, definitions, and principles. It is too great a reaction from the old verbal training.

The tendency has been too much toward figure work and too little toward mental work, where the pupils arrive at results without the use of visible symbols. If you make any demand on pupils to-day they proceed to wind themselves up in a maze of figures. The difficulty is not that the children are stupid. It is not because you and I are stupid. We have become victims of an unfortunate tendency.

The great use of mathematical teaching is to cure the vice of mental distraction, and inculcate the virtue of careful attention. I suggest that we abolish papers and pencils and make the figures so small that they can be handled. Make the young people independent as far as possible of visible symbols by continued training.

Most modern classes in arithmetic know nothing of the strenuous action. They run away from every difficulty and rely continually on the teacher. It is a mistake when we fail to hold the boys and girls to such measure of individual effort as they are capable of. The moral

effect of one's work is all-important. Exercises in arithmetic are not sufficiently severe in our modern schools. It is too easy-going, too lackadaisical.

I do not think work hurts people. It is worry that hurts. We are all believers in children's rights, and some in these latter days are being forgotten. The right to study, to carefully prepare lessons, is a children's right we should carefully cherish.

Less Theoretical Grade Work.

By FRANK M. McMURRY, Teachers College, New York.

The address, by Dr. McMurry, on "How Grade Work can be Made Less Theoretical" was by many considered to have been the most profitable number in the rich program of the Rhode Island Institute of Instruction, October 23 to 25. The following is a brief synopsis of the address:

School instruction is theoretical so long as facts are taught to children without much reference to their actual application in life. A large portion of our instruction has for years been imparted with little thought in this direction on the part of the teacher. For instance, many of the topics now commonly taught in arithmetic have outlived their usefulness and are retained only because in times past they have been found of value. This is true of many of the tables of denominate numbers, as of apothecaries weight, a large portion of cubic measure, etc. Least common multiple and greatest common divisor are two more such topics. Probably the former should be omitted entirely as a separate topic, altho some attention should be given to the latter. On the more positive side the problems of arithmetic ordinarily deal with supposed cases, but the work would be far more practical as well as more interesting if actual situations were dealt with. Thus children could much better figure upon the chicken industry, or upon the cattle-raising industry, having actual facts which are typical to deal with. They could much better figure upon such subject matter than upon mere hypothetical cases, and in that way they would be introduced to actual living while learning processes of arithmetic better than otherwise.

Leaving arithmetic, the general question might be put, "What should be the end point in education?" Is it knowledge or is it activity? Doing of some sort or the application of knowledge? If it is the latter, then the ordinary instruction, which consists almost exclusively of knowledge, is peculiarly theoretical, and teaching that culminates in mere mental work should be followed up to the point of doing of some sort. For example, in fine arts, while it is very common to aim at skill in producing

an emotional appreciation, the instruction might be carried further than this and include actual decoration of a home. By this plan an outlet in action would be provided. The other work need not be slighted. In fact it would be necessary, but such an end point in the instruction would give motive to the learner and result in the improvement of one's environment, which is certainly a worthy object in the teaching of art in common schools.

The very definition of education is involved in this discussion. The question is, "Should a good education include one factor, namely, knowledge, or should it include two, namely, thinking and doing?" On the whole, the Southern states are giving a much more positive answer to this question at the present time than the Northern states. For example, at Hampton thinking and doing as elements in education are about equally balanced, and the Southern people as a whole seem to be advocating this idea with uncommon energy. Whether an abundance of activity should constitute a part of the curriculum or not, is one of the large questions of the immediate future. But so long as life consists to a large extent of activity, viewing it from the biological point of view, school instruction is very theoretical when it aims mainly at knowledge.

Arctic Poppy.

The Arctic foreland here uprising boldly
Beside this frozen sea,
Stern, rugged face, it looks out calm and coldly
On this immensity;
Crowned with the snows of ages far receding,
After an Arctic night
It greets returning sunbeams, all unheeding
Their soft, warm touch of light.
Nor has its vision caught
The miracle that's wrought.

Let but a poor, pale poppy waken slowly
Upon the broken ledge,
Along with saxifrage that blossoms lowly
Close by the glacier's edge,
Then hither comes on pinions thin and slender
A butterfly alone
As if were poppy loved with passion tender
Even in the frigid zone.
As if all work were play,
And life but a holiday.

—ISAAC BASSETT CHOATE.



Blackboard Design for November or Thanksgiving Day. By Margaret Ely Webb.

Concentration of Rural Schools.

Supt. George P. Glenn, of Jacksonville, Fla., has put in operation a plan for consolidating rural schools that yields surprising results. The outcome has been watched with great interest and a similar plan will be employed in other counties of the state. We present the address by this very able educator, and urge those who have not yet moved for consolidation to put their shoulder to the wheel and help do away with wasteful and inefficient methods of conducting the rural school system.—EDS.

An up-to-date educational journal wisely suggests that the social philosophers who are seeking an explanation for the rush of the rural population to the city, should turn their eyes upon the district school. It is undoubtedly one of the overlooked causes.

Thousands of country people sell or rent their farms and go into town in order to give their children educational advantages which they cannot have in the country schools as they are at present conducted.

The pronounced educational advantages of the city are irresistibly attractive to the enterprising American, who always believes in the efficacy of education. If the schools of the city are to remain so incomparably better than those of the country, the exodus of the farmers to the city will continue.

Of Recent Date.

A generation ago this incomparable difference did not exist, neither did there then exist a well-developed art of teaching, such as we see applied in our city schools today, but not in our rural schools. This is a second incomparable difference quite adequate to cause the first.

As a verification of this cause we find the art of learning very generally well developed among pupils of city schools, while it is displayed in rural schools by only a few—a few mental giants of whom Cicero, in his comments on genius of nature and genius of industry says: "Something marvelous may be expected from the youth who has both." These rare combinations of genius have in the past performed the wonderful feat of capturing the art of learning, despite the adverse conditions of the rural school, but they do not represent the masses of country school children.

Doctor Hinsdale says: "One of the most valuable arts that a boy or girl, a young man or a young woman can learn is the art of study."

Jefferson Davis, in a letter to a Mississippi teacher, has left us the following excellently worded pedagogic thought: "The art of learning and the endowment to teach must both be developed in youth."

From these thoughts it may be correctly implied that every normally constituted child, every youth or maiden, is gifted with the endowment to study, the inherent ability to learn; also, that such endowment must be developed into an art during the period of youth or lie dormant for life.

If, then, we note correctly that this all-important art of study or learning is quite apparent among pupils of the city, but generally dormant among pupils of rural schools, we have discovered adequate cause for the incomparable excellence of the city schools, and we who have charge of rural education should hasten to engrain that cause into the country schools with all possible speed.

Product of Teachers' Art.

As we have already implied that the development of the pupil's art of learning is a direct product of the teacher's art of teaching, it might seem to follow that the rural teacher has been and is now blamable for the inferiority of the country school. Such a conclusion would be false; but the one man who is at fault, in this matter, is the county superintendent.

He should have long ago been discerning enough to discover that the application and very existence of a high degree in the art of teaching has been possible in the city school because of its peculiar organization, and impossible in the rural school because of its peculiar lack of organization. He ought to have had the professional

sagacity to note that this lack of organization was due to his own delinquency.

Added to such discernment and sagacity, he should have had force of character sufficient to abandon the old rural school system for something better.

If his board of public instruction may have opposed his efforts in the past, he may say to them that the state department of politics is about to outstrip his department of education, in the fact that he has young electors growing up who cannot vote the Australian ballot in five minutes, and in the paramount fact that he has many young electors and more to come who have not acquired sufficient art of learning to get knowledge from the printed pages of current political literature, to the end that they may cast intelligent ballots for the nomination of all candidates for office from the governor down to constable, at the coming election.

Centralizing Rural Schools.

During the last decade nearly all the Northern states, from Maine and Massachusetts thru to Minnesota, have adopted the plan of centralizing rural schools to a greater or less extent, as a means of improving rural schools.

Massachusetts was the pioneer by many years, and has very definite legislation on the subject. Pennsylvania newspapers are filled with enthusiasm over the prospect of an early state management of the new system. Ohio has long since carried her Kingsville centralized school far beyond the pale of experiment, and made it of national repute. Indiana and Illinois superintendents are making pilgrimages to Ohio's Mecca, the school at Kingsville, to inspect its workings; and far-off Wisconsin writes to Florida seeking Duval county's experience and mode of operating the transportation system connected with her centralization of rural schools during the last four years.

Duval County Plan.

There were, six years ago, in this county, forty-five rural schools of one teacher each, for white children, established by former administrations. The work of these schools in general was so unsatisfactory and the per capita of expense ran so high in many of them, that the present administration determined to reduce the number to fifteen schools of three teachers each.

In choosing sites for the centralized schools, the ones having the greatest number of school children within a radius of one and a half miles have been preferred. Five of these schools are now in operation, each accommodating the children of about sixty to one hundred square miles of territory.

Others will be planned and established as rapidly as funds will permit. The concentration of the children into these new schools is accomplished by means of wagonettes, specially designed for the purpose, and provided by the board of public instruction at public expense. They are of such capacity as to carry eight, ten, twelve, fourteen, sixteen, eighteen, and twenty pupils respectively, and cost from \$70 to \$100 each.

Twenty-seven of these comfortable vehicles are now running at an average cost of \$23.50 per month each.

These twenty-seven conveyances enable us to close twenty-four of the old one-teacher schools, the current cost of which had previously been not less than \$45.50 per month for each.

Hence the transportation system now in operation produces a current saving of \$462 per month over the old method.

Taking from this \$225, the increase in salaries for eight assistants at the centralized schools, and there is still left a net saving of \$237 per month which will pay for twenty wagonettes annually if the term be only six months.

Financially, therefore, transportation in Duval county is a very decided success.

The Advantages.

Professionally there seems to be nothing objectionable, and of the many advantages the following are the more important:

First.—The teacher's work is so well organized that the average recitation period is trebled.

Second.—The effort of the teacher is more effective by means of more adequate equipment.

Third.—The health of the pupils is preserved in rainy weather.

Fourth.—Truancy is wholly eliminated.

Fifth.—The country maiden may continue her education without fear of molestation by vagrant vagabonds, and the youth prolongs his school days because he can progress.

Sixth.—Average attendance is increased 12½ per cent., giving a corresponding increase of school funds from the state.

Seventh.—Many children, formerly so isolated as never to have access to any school, are now accommodated.

Eighth.—One or two large families cannot "freeze out" the teacher.

Ninth.—The farmer and his family are more content with their self-sustaining occupation.

Tenth.—Ethical culture is obtained free from the dissipations of social life as manifested in cities.

Eleventh.—The development of the art of teaching by young teachers is more feasible to the superintendent, who, at sight of the old, abandoned school-houses, thinks of Whittier's lines—

"Still sits the school-house, by the road,
A ragged beggar, sunning."

each a fit monument to a ragged, beggarly rural school system now departed from old Duval, but not lamented.

Geography Teaching and Notes on the Philippines.

By HENRY S. TOWNSEND, Zamboanga, Mindanao, P. I.

Superintendent Henry S. Townsend, of Mindanao, Jolo, and Calamianes, in the far-away Philippine islands, has issued to his teachers two circulars concerning lessons in geography, which, aside from giving many valuable suggestions as to plans and methods of instruction, contain exceedingly interesting descriptions of an important territory of our new possessions in the Pacific ocean. They are slightly abridged in order to condense them into one article.

Probably all of you who have taught in the Philippine islands during the past year have felt the need of textbooks adapted to the needs of your pupils. Since this need cannot be met at present we must rely largely upon our oral work to bridge the chasm between the experience of the children and the information which is offered them in their books. Altho this is necessary in all branches of instruction I begin this discussion with geography, as offering less difficulties than other branches. In this branch the following outline is presented for adoption by all teachers who have not a plan better adapted in their peculiar circumstances to accomplish the same purpose.

(a) Plan of school-room and school-house where there are more rooms than one. Take measurements with rulers, or otherwise, in metric terms, and have plans made as nearly as practicable to scale. Adapt the work to pupils of different ages and degrees of advancement. Be careful to make the plan an expression of the experimental knowledge of each pupil and not a copy of the work of the teacher or of some other pupil.

(b) Plat the plaza and surrounding buildings where there is a plaza, and, where there is none, plat grounds and buildings around the school-house. Measurements may be made in paces. Otherwise, observe directions in paragraph (a).

(c) Plat pueblo or barrio where school is located, observing directions as given in paragraph (b).

(d) Study of fruits and other products of the town. Study of industries of the town. Make studies from nature and from life, in connection with drawing, writing, reading, and composition. The method usable in this work and that of following paragraphs will be presented next month.

(e) Historical stories connected with the town.

(f) Municipal officers and their duties.

(A) Map of your island, if you are located on one of the smaller islands. Otherwise, map of your province. Use any map available for basis for your work, but make your map express all that the children, or any of them, know of the region mapped, as far as practicable. Make this a map full of detail. This is a very important map, as on it and on the manner in which it is made, will depend, in a very great measure, the value of all map-work hereafter. It is the first step from the known to the unknown and it is all-important that the known be made to explain the unknown.

Make this work apply especially to your own locality, passing from your island, in case you are located on one of the smaller islands, to your province by such steps as conditions suggest.

(B) Extend work as in paragraph (d), adapting it to the province.

(C) Historical stories connected with the province. Get such stories from the educated Filipinos and from such books as you find available.

(D) Commerce of your province.

(E) Provincial officers and their duties and powers. With older and more advanced pupils this work and that indicated in paragraph (f) will serve as a starting point for the study of civil government. In civil government, as in all other studies, try to begin with the near, the known, and proceed from this to the remote, the unknown, by easy steps. Use books as a means, and not as an end.

(F) Study the island of Mindanao as a whole—its valleys, rivers, highlands, mountains, people, industries, towns, political divisions, history, and commerce. Constantly try to make the children measure the unseen by the seen. Compare the unseen valleys, mountains, etc., with the seen as to size, etc. In this work, as in much which precedes, sand and clay molding will be found valuable aids to the imaginations of the children whenever it is practicable to use them.

(G) Similarly study the islands of Samar, Leyte, Bohol, Cebu, Negros, Panay, and Luzon, in the order of their nearness to the experience of your pupils. Take into account in this commercial relations, migrations, and any other pertinent facts. Enter into less of detail as you get farther and farther from home.

(H) Study the Philippine islands as a whole, their relations to one another in position and inter-island commerce. General divisions of population, as pagan, Mohammedan, and Christian, and as Visayan, Tagalog, etc. Largest cities and towns. Industrial divisions, as tobacco regions, hemp regions, sugar regions, etc. Ports of entry and foreign commerce. Inter-island and foreign steamer lines, their routes, and their relations. Latitude and longitude. Variations in climate. Points with which foreign trade is carried on, their distance, latitude, longitude, climate, peoples, population, etc.

(To be continued.)



Specimen of paper-cutting by a pupil of a Minneapolis primary school.

A Bit of Football Psychology.

By FREDERICK W. COBURN, Boston.

With the great games of November hard upon us it may be worth while to consider a few points of psychological interest regarding football excitement. THE SCHOOL JOURNAL has in the past devoted a great deal of space to the ethics of football; a tentative exposition of some of the psychological factors involved may be useful in stirring up better and deeper thought as to the general place of athletics in the schools.

The people first to be considered are the spectators. In every great game there are only from twenty-two to thirty actual participants. These haul and push, buck center and circle ends quite without regard for the howling mob on the bleachers. A well-known football player recently said that from the time the referee's whistle was blown until the game was called he was never conscious of a murmur from beyond the side lines.

Yet twenty thousand, perhaps fifty thousand spectators, jeering, hooting, punching each other in their excitement, imagine they are quite as much in the game as the twenty-two young giants below them. "Everybody out to cheer the team," is the watchword before the great game. And everybody comes, undergraduates and professional school students, four-fifths of the graduates living within one hundred miles of the game and some from farther away (one Harvard man last year from distant Honolulu). What brings them all together?

1. *Love of the Spectacular; Mob-Excitement.* There is no denying the attractiveness of a big enthusiastic crowd. It's the same with election night. Everybody wants to be out.

2. *College Loyalty.*—The strength of the *alma mater* sentiment can be understood only by those who have an *alma mater*. Every Yale man has a fear that somehow Yale will come to grief if he is not present to cheer her on. True, the cheering, according to the testimony of players themselves, has little or no effect upon the game; but that is a truth that no loyal alumnus believes.

3. *Desire for an Emotional Outlet.*—Everybody likes an opportunity to laugh and to weep, to feel creeps and thrills. Severe men and women who hardly shed a tear when failure, when bereavement comes, weep copiously when Duse dies or when Harvard's star half-back is carried off the field. A football contest is not a matter of life and death—not, at least, to the spectators—but they take it that way. The emotional nature is, for the time being, projected upon the screen of another existence. John Smith, '89, is no longer John Smith, president of the National Shoe-String Company, owner of an estate (heavily mortgaged) at New Rochelle, etc. He is for an hour a disembodied idea; he is the Harvard spirit, victorious or vanquished—well, the final score tells that. "I go to two or three of the big games, every fall," said to me the editor of one of the Boston newspapers. "It keeps me young." That is why so many graduates go who should know better.

4. *General Love of Outdoor Sport.*—Americans have come to appreciate keenly any game that takes them out into the crisp autumn air whether as participants or as spectators. True, football weather is productive of pneumonia quite as often as of exhilaration; but the enthusiast always expects a perfect afternoon.

5. *Worship of Physical Prowess.*—The reaction against old-time asceticism has gone far—very far. Most people, women especially, have undisguised admiration for the football player—the "Pawnee type" as Mr. E. P. Powell terms it. The same instinct leads refined young women to read columns upon columns of gossip about prize fighters—a very reprehensible instinct, but it is strong in human nature.

6. *Intellectual Stimulus.*—There are men to whom the complicated manœuvres of the football field are as stimulating as a game of chess. The uninitiated spectator sees only a mix-up of arms and legs, but the knowing one discerns now and then the evidences of a far-reaching scheme. Interest in tactical arrangements is an inheri-

tance from the old fighting days. One loves to see one's own side victorious, not by mere shoving and pushing, but by thoughtful headwork.

7. *Hero-Worship.*—On almost every team one man shines forth as a popular hero—"a very parfit gentil knight." His play is brilliant, his spirit generous. He is never guilty of foul play, never exults over the vanquished. He may not be captain of the team but he is its moral leader. The crowd on the bleachers, to most of whom the other men are a mass, know this one by name and repute, for the newspapers have published stories of his pluck and nobility of character. "I shouldn't have gone to the game but I wanted to see De Saulles play." "It was Poe's work at end that I watched all thru." "Wasn't Shirley Ellis perfectly grand?" This is the kind of remark you hear after the contest.

8. *Social Reunion.*—All one's own kind are out at the football game. President Roosevelt is there; Timothy Woodruff is there. Each little man loves to feel that he is in the same crowd with the most prominent fellows of the land. He sees many whom he knows by reputation; others with whom he is personally acquainted. It's a jolly occasion. Psychologically an N. E. A. meeting is not so different.

These, I take it, are among the principal reasons why fifty thousand people will turn out to witness twenty-two young men maul and pummel each other. "Mob-Psychology" is a term covering the whole phenomenon. The frantic demonstrations of the spectators are those of a mob. It is the apotheosis of collective selfishness. "Is a man hurt on the other side?" "Thank heaven! it is one of their best men; that gives us a fighting chance." No trace of feeling for the poor fellow's suffering. Even when a man is injured on our own side we do not sympathize with him, but with ourselves. "What a shame that he, of all men, should have been kneed! That diminishes our chances. Still we have a pretty good substitute."

If the crowd's attitude is one of absolute selfishness, the attitude of the players is one of self-abnegation. They work almost automatically; for this their long training in team play has prepared them. The perpetually self-conscious man has no place in modern football. The player has only to do what he has to do with all his might. If he stops to exult, the other side gets the jump on him. If he breaks thru and catches the ball on a fumble, he may not pause to think of any glory that will be his when he plants it between the goal posts; he must just dodge thru the other side's back field, following the instinct of a cunning wild beast. Hard thinking as he has done before the game, during it he ceases to be a cogitative being. He and his compeers exemplify the dictionary definition of a team: "Two or more animals working together."

After the great game self-consciousness returns in a rush. It is the regular thing for the vanquished team to cry like babies, while offering every possible explanation for their defeat. After the hair-raising contest at New Haven in 1900, when Poe made his famous goal from the field, the last thirty seconds of play, the Princeton team solemnly left the field singing the doxology; they wanted to be good because God had been so good to them. Sometimes, it is sad to say, the joy of victory does not induce so religious a frame of mind; tho it is usually the spectators, not the players who rush off to celebrate at the tavern, or the brothel.

Now this, I take it, is the psychology of the football contest. Each fall we are bound to witness—thru the newspapers, if not with our own eyes—the sight of two contending armies cheered on by two opposing mobs. "But why not put an end to the disgraceful exhibitions?" says the stern moralist. That belongs to the ethics of the question, which the editor of THE SCHOOL JOURNAL every autumn discusses with learning and perspicacity. Among the facts that every educator who tackles this problem—it concerns the schools vitally—should bear in mind are the following:

1. The feelings to which the football game gives ex-

pression, tho in a sense an historic survival, are among the deepest rooted in human nature; and on the hypothesis of the culture epoch theory they are bound to be stronger in the young than among the middle-aged and elderly. Education may work to supplant them, but it cannot hope to eradicate them utterly.

2. Football enthusiasm is a small part of a tremendous movement in human consciousness—of the movement that is indicated in philosophy by the influence of thinkers like Nietzsche; in politics by the world-wide vogue of imperialism; in religion by the decay of theoretical dogma and the upspringing of practical militarism; in morals by the passing of asceticism; in literature by the substitution of nervous tension for repose. Whoever bucks against the current of this tendency, in whatsoever cause, should measure well its strength before he starts in.

3. The abuses of football enthusiasm tend to grow less each year. The fact that the great games are now restricted to college men and their immediate friends, instead of being open gladiatorial shows, has contributed greatly towards removing objectionable features.

4. Good and evil are mixed in this as in every other great public passion. It is the function of the educator not to denounce and to sulk, but to discern what may be done.



Why and How to Teach Latin.

The following article was sent to THE SCHOOL JOURNAL by Supt. Herbert E. Crosby, of Spencer, Iowa. The name of the author is not mentioned. Do we guess correctly when we ascribe it to Dr. Collester?

The writer asked a lawyer who holds a college degree, what use, if any, he made of the Latin language in business, and he answered: "None whatever. All laws and legal papers in this country are written in English. I have not read Latin for so long that I could not now read a page of it without a lexicon, and doubt if I could read it with one."

The writer asked a physician who is entitled to write A. B. with his M. D., what use he made of the Latin language in his business, and he answered: "None at all. No medical book has been published in Latin for several hundred years. Latin words and phrases used in prescription writing have become so far anglicized that a knowledge of Latin is not necessary. When in school I did not learn the English method of pronouncing Latin, and the only apparent effect of my study is to make me mispronounce medical terms so that my patrons who own dictionaries are loath to believe that I am a college man."

The writer asked a druggist what use he made of the Latin language in his business, and he said: "None. Even doctors' prescriptions are now written in English, and Latin is not a necessary part of a druggist's knowledge."

The writer asked an editor what use he made of Latin in his business, and he said: "Latin! Do you mean the jargon that old Caesar and his clique used in quarreling with each other in the Roman senate? Yes, I studied it in school but I do not use it. Good English is good enough for my readers and me."

The writer asked a college bred merchant what use he made of Latin in his business; and he said: "Not any. I have not read Latin for so long that my knowledge of it seems like a half-forgotten dream."

The writer asked a society lady what use she found for Latin, and she said: "Latin is not the language of polite society. The few foreign words admissible are French." He then asked her why, if she found no use for Latin, she required her daughter, then in school, to study it and she said, "Because it is the proper thing to do, and because all the other girls of her set are studying it."

The writer then asked a Latinist why Latin should be studied at all, when it seemed to be of no use to anybody in any kind of business and caused people to mispronounce technical terms. He said: "It is true that

Latin is a dead language, that is, it is not written or spoken by any people now on the earth. Even its ancient pronunciation is unknown and the Latin as a language is of no use to anybody in any occupation. Nevertheless it is, when properly taught, the most beneficial and practical study in the whole curriculum. I say when properly taught because, as very commonly taught, its practical benefit is very questionable.

Some hundreds of years ago English was not written; then all laws, all learning, all books were written in Latin. It was therefore natural when scholars began to write English that they should use not only the Latin letters but the Latin grammar and the spelling which was indicated by Latin pronunciation as English scholars pronounced it. And this was done in every case except when essential differences of construction forbade it. Not only this but when an English word was wanting, those early scholars, and late ones too, transferred pure Latin words into the English tongue or made up Latin derivations by thousands to supply the deficiency, so that to-day nearly one-half of all English words are of Latin origin and nine-tenths of the constructions in English grammar are found in the Latin. So the Latin language may properly be called the mother of English.

The benefits derived from Latin properly studied are threefold:

1. The primary meaning of over thirty thousand English words.
2. The mastery of English grammar.
3. The correct dictionary pronunciation of nearly all English words.

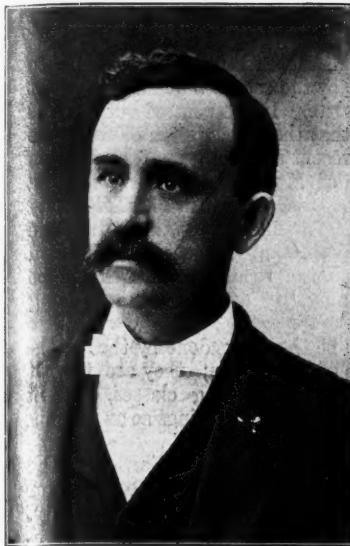
About thirty thousand English words are either pure Latin transferred into the English or derivations made up from the roots of common Latin words and a few affixes familiar to even a Latinitaster, enabling him to know at once, without consulting a dictionary, the primary meaning of each, tho never seen by him before.

It is not necessary for me to prove, since no one denies, that Latin-English and English-Latin translating is the most effective way of teaching English grammar. Indeed most scholars believe that no one can really understand English grammar without studying Latin.

Whether the study of Latin benefits or injures one's ability to pronounce English words depends on the pronunciation taught. Since there is no Latin pronunciation known it may be pronounced in Latin compositions in any old way, and no one can say it is either right or wrong from a Latin standpoint; but for hundreds of years English scholars have pronounced it by the English method, which has been recognized and adopted by all authorities and standard English dictionaries whether academic, legal or medical; and any other pronunciation of a Latin word used in an English sentence or a Latin quotation used in an English composition is a mispronunciation and contrary to all authority (see Allen & Greenough's Latin Grammar, page 11, or any dictionary). Not only does the English method give the correct dictionary pronunciation of about thirty thousand words transferred or derived from Latin but it also gives the pronunciation of all English words not Latin except a few from other tongues and some very common words which were mispronounced so long that the mispronunciations became standard.

These common words, being in every day use, can easily be learned from usage and the dictionaries; and the uncommon ones, which cannot be so learned may be pronounced by the English rules. Hence the knowledge acquired from pronouncing Latin by the English method is the most practical and valuable of all benefits acquired from the study of Latin, for it is the English method of pronouncing English, as well as the English method of pronouncing Latin and whoever masters it is practically a master of the pronunciation of English words.

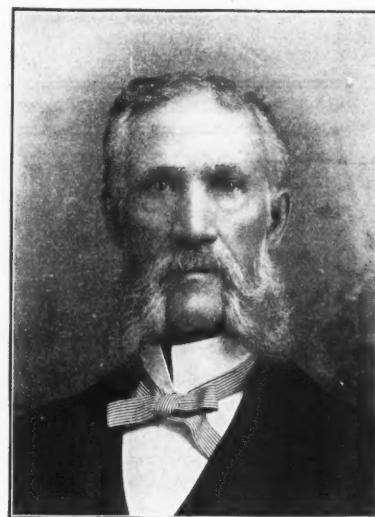
Yet, notwithstanding these facts, within the last few years since 'fads' have so largely taken the place of practical things in the schools, many teachers pronounce



Wm. T. Carrington, Missouri.



Alfred H. Bayliss, Illinois.



Orvis Ring, Nevada.

Three State Superintendents who were re-elected this week by flattering pluralities.

Latin by the rules of the modern Italian language and call it the Roman method.

To its support they assign three reasons :

1. It is more musical in sound. 2. Latin poetry scans nicer. 3. It is more like the ancient Roman. And some public school teachers add : 4. It is used by colleges.

All of which reasons are so absolutely puerile in comparison with those for using the English that it seems like a waste of time to notice them. However, as many people take them seriously, I will say, while some ears may like the soft, feminine sounds of the Italian, as many or more love the strong, masculine English, the language that is rapidly becoming the universal tongue of commerce and diplomacy.

2. It is undoubtedly true that Latin poetry scans more pleasantly by the Italian (Roman) method, but scanning may be just as easily and thoroly taught by the English. Besides, a knowledge of scanning is of no practical use to anyone except poets ; and, fortunately, poets being born, not made, need no assistance from the public schools.

3. The Italians being descendants of the Latins no doubt speak more like them than other nations, tho not at all the same. But, is it not of infinitely more value to the boys and girls of to-day to know how the dictionaries of to-day pronounce the thousands of Latin words they must use, than it is to know how Caesar (Ki-ser ?) pronounced them nearly two thousand years ago ? Of what practical use would the ancient pronunciation be to-day if it could be discovered ? Then why try to merely approximate it at such a great cost as omitting the opportunity of mastering the English pronunciation without any additional study or extra time ? Is the correct pronunciation of English of so little value that it should be exchanged on even terms for a mere worthless, harmful ideality ? Harmful, I say, because the Roman method not only fails to teach the pronunciation of English words, but it teaches pupils to mispronounce the thousands of Latin words transferred into the English language as well as all Latin quotations used in English compositions. As these are the only uses made of Latin words after leaving school, it follows, practically, that any pupil who learns only the Roman method will be unable to properly quote or use any Latin word or sentence.

This was illustrated in my town a few years ago by the high school Latin teacher, who always pronounced *Quo Vadis* the Latin title of a popular novel, ko-vod-dis, apparently unconscious of the fact that it is just as ridiculous to pronounce *Quo Vadis* ko-vod-dis when speaking in English as to pronounce Caesar ki-zer, Cicero

kik-er-o or bronchitis bron-ke-tis in like situations. But then, the poor girl, tho a college graduate and a teacher of Latin, had never learned the rules for pronouncing English, and the words not being in the English dictionary, how could she comply with her Latin grammar which in effect said (tho teaching the Roman method) that Latin words and quotations in English compositions must be pronounced by the English method ? What ought we to say of such a method and such a teacher ?

(To be continued.)



Recent State Elections.

In several of the states the elections this year removed from office a number of efficient state superintendents of public instruction. The defeat of Mrs. Grenfell is to be particularly regretted. The following list shows the results of the election as far as they could be obtained up to the moment of going to press. The asterisks mark the names of superintendents who were re-elected :

Alabama.....	Isaac W. Hill.
Colorado.....	Mrs. Anna B. Brandt.
Idaho.....	Miss Permeal French.*
Illinois.....	Alfred Bayliss.*
Indiana.....	Fasset A. Cotton.
Kansas.....	Insley T. Dayhoff.
Michigan.....	Delos A. Fall.*
Missouri.....	William T. Carrington.*
Nebraska.....	William K. Fowler.*
Nevada.....	Orvis Ring.*
North Dakota.....	W. L. Stockwell.
North Carolina.....	J. Y. Joyner.
South Dakota.....	George W. Nash.
South Carolina.....	O. B. Martin.
Texas.....	Arthur Lefevre.*
Wisconsin.....	Charles P. Cary.
Wyoming.....	Thomas T. Tynan.*



The newspapers have been reporting that the whole debt, of \$190,000, resting upon Teachers college had been paid by a gift, since John D. Rockefeller offered \$500,000 on certain conditions. Dean Russell states that only about \$55,000 has been subscribed and collected toward clearing the debt. An erroneous impression may retard the receipt of the Rockefeller donation. Hence the correction. Don't hesitate to subscribe toward the fund, as the books are still open, and the privilege will not be denied you.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING NOVEMBER 8, 1902.

More Money Needed for Schools.

President Eliot's vigorous address before the Connecticut State Teachers' Association has been widely and generously commented upon. It set forth some of the grievous failures of public school education in this country. His intention evidently was to render his arguments forcible by references to labor strikes and other examples revealing lack of success in the realization of the ideals supposed to be pursued by the common school. His hope was that the revelations presented in the address would urge people to greater exertion in providing financial support for popular education.

The daily sensation mongers very readily seized upon President Eliot's utterances as sufficiently spicy to warrant publication in their columns. The intended moral, however, was usually left off, as that might not appeal very deeply to the tax-paying readers.

The address before the New Hampshire Association, of which a synopsis appeared in these columns, received only bare mention in the newspapers. Its purpose was to hold up to view some of the successes of popular education that the schools may justly rejoice in, and thereby to encourage the American people to greater expenditure for public instruction.

At Providence President Eliot enumerated some of the purposes for which increased financial support is absolutely demanded. He argued that the sanitary and esthetic conditions at school ought to be constantly improved. Better teachers and expert superintendents should be appointed. The proportion of male teachers ought to be gradually increased. The number of pupils to a teacher should be lessened. The teacher having sixty pupils in a class ought to be provided an assistant.

President Eliot insisted that retiring allowances are indispensable. A system that does not permit of the pensioning of partially disabled, faithful teachers is un-economical. The establishment of annuities involves increased expenditure, but there is an absolute need of it.

The strongest argument by far was that showing the need of expert supervision. The importance of having a good superintendent of schools is each year more clearly demonstrated. Amateur supervision is responsible for most of the defects found in the common schools. To be sure, a good superintendent will demand a higher salary than a dilettante. But the money paid him represents a wise investment, while the pittance doled out to the latter is hardly more than an unwise charity practiced at the expense of the taxpayers and the children. President Eliot did not say half enough on this point. But we are thankful for every word of his that emphasizes the justice of the demands that the leaders among professional teachers have been pressing upon the people without receiving much practical encouragement.

President Eliot also repeated his pleas for an enrichment of the elementary school course, and the earlier introduction of departmental teaching. But of these matters, and a few others touched upon by him, THE SCHOOL JOURNAL intends to speak in a later number.

The School as a Social Settlement.

THE SCHOOL JOURNAL has striven for many years to have broader work done by the school than simply impart the power to read and write. It has pointed out, what is plain to every teacher, that the co-operation of the home is needed. The most recent step toward the realization of this idea is the plan of Mr. James Speyer to erect a building at 84 and 86 Lawrence street in New York city at a cost of \$150,000. The first floor will contain the office, library, and reading-room; the second and third will have class and recitation rooms; the fourth will be devoted to manual training; the fifth for bed and living rooms for the teachers.

The special point will be the work done by the teachers among the parents of the pupils; they are to visit the parents, form clubs, have evening classes, draw in both parents and pupils to social gatherings so as to train in manners.

This marks a long step towards the realization of the plan, so earnestly advocated in THE SCHOOL JOURNAL, for making the school the social center of the community. The Speyer school will aim to reach the parents—to provide for them as well as for the children. The great mistake of our present school system—leaving the parents out of the account—will, at least in a measure, be overcome.

The writer, after listening with great interest to some special exercises in a girls' department, some months since, remarked to the principal that an excellent moral lesson had been impressed upon the children. "There is no telling," was the reply, "how all those fine feelings will be dispersed as soon as they breathe the home atmosphere."

It was with the hope of conserving in the home the work of the teacher, that THE JOURNAL proposed, several years ago, that there should be a home adjacent to the school building to be used as the residence of the teachers—the very idea incorporated with Mr. Speyer's noble benefaction. At the time the proposition met with general disapprobation. Said one principal, who lives not only out of the city but in another state: "I couldn't be hired to live in the vicinity of my school, it's too wicked a place." But the youth he gathered about him each day were compelled to live there and imbibe its wickedness.

The erection of the Speyer institute is to be hailed with joy. Such institutions are far more needed in this city, in our opinion, than the numerous libraries for which Mr. Carnegie has made his princely gift of ten million dollars, productive of untold good as those libraries are certain to be. But even with the building and a sustaining fund Mr. Speyer's expectations will fail to be realized unless men and women of just the right caliber are selected for its management. In the early days of the New York public school system some of the teachers received but fifty dollars a year; the great majority undertook the work because they were doing good. Altho the laborer is worthy of his hire the purpose to do good must underlie the efforts of every successful teacher in such a school as the Speyer institute.

It is to be hoped that Mr. Speyer's noble example will be followed by many who have money which they wish to employ for the good of others. It is probable that more than one rich man, from the short-sighted conclusion that there were people's schools enough, has given his money to some college or university. Employing a deeper insight Mr. Speyer has seen that the public school is a true beneficence in proportion to its elevating influence on the children and on the parents.

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The change from the old type to the new gave rise to unforeseen difficulties necessitating the omission from this number of several articles and papers intended for it. Mr. Lande's excellent synopsis of New York common school law will be continued next week.

A Wise Distinction.

The newspapers discuss education at times with genuine ability, and at times with words that indicate an entire misapprehension of the subject. There has been a great movement during the past fifty years, that is apparent to all who observe and think. This has been remarkably ignored by some editors; they tell us we must go back crab-like to the ways of our grandfathers; they claim that all the schools are for is to ground the pupil in reading, spelling, writing, and figures. What a misconception!

The Brooklyn *Eagle* looks at the matter from a larger and nobler standpoint:

"Just when the public school system has been perfected as a smooth working machine, we find that it turns out not thinking men and women but poll parrots with hazy ideas about a great field of knowledge that their parents or grandparents were taught nothing of; without that keen intellectual perception and appetite for more knowledge which marked the half-taught but eager people of earlier generations. By and by we shall get back to the derivative meaning of education, which is drawing out the mind, not clogging it up with undigested matter."

We spoke just now of a great movement in education; it should be said that this has begun but is by no means finished; that may be characterized as an *attempt to investigate education*. The normal schools, the summer schools, the pedagogical departments all testify to the existence of this underlying idea; they belong to the past half century. That education should be made a subject of study was not seriously proposed to the teachers fifty years ago; the two normal schools then existing had affected the vast teaching body but little.

But a "school system" was bound to be evolved, and it came on the stage full armed; a vast machine is in operation, and that it is run mechanically every thinking observer must concede. Teachers learn an amount that satisfies the gauge set up by the examiners; they grasp a certificate; they hie to the school-room; they set lessons; they hear them recited; they mark down the result; they push into a higher grade those apparently filled with the requisite knowledge—and thus the machine goes on for several months of the year.

That a good deal is accomplished no one can doubt, but wise ones are asking, Does this "school system" educate? Some complain that the children don't spell well and don't figure quickly. That is of small consequence; that is making a machine of the school. The great question before us is how not to make the school a machine. The moment it is made into a machine that moment its supreme usefulness is gone. Mark, we do not say all its usefulness. A venerable judge sees now few criminals before him who cannot read and spell. The increasing army of tramps if they cannot get bread ask for a newspaper. We are not going to be saved by knowing how to read and spell.

Agricultural Training Needed.

Governor J. M. Terrill, of Georgia, has this to say concerning the state's duties with reference to the schools:

"Our educational system can be vastly improved and the best interest of the state and of the children thereof advanced by promptly paying the common school teachers in accordance with their contracts; by providing a plan whereby militia or school districts may supplement the public fund by local taxation for the purpose of extending the term, or of erecting school-houses, and by establishing and maintaining in each congressional district of the state an agricultural school, not thru the medium of increased taxation, but by using the net fees arising from the inspection of commercial fertilizers. The loss which such an application of these fees would entail upon the common school fund can be more than supplied by an increase in the hire of the labor of state convicts.

This increase we may reasonably expect from contracts necessary to be made in the near future. Every principle of justice and equity requires that these fees be so expended as will tend to the advancement and upbuilding of the cause of agriculture thruout the state, and certainly nothing could be more helpful to that great interest than to furnish the means whereby our young men and women may fully equip themselves for this most important work.

Dr. Emerson E. White literally died in harness. During the summer months he was busy instructing teachers, and only a short time before his death he delivered two notable addresses. Gov. A. B. White, of West Virginia, one of the distinguished sons of the great educator, says in a personal letter to the editor: "Father was confined to the bed six weeks, having come home on the eighth of September seriously ill. His entire system broke down at once, the vascular system becoming affected. The doctors pronounced it arterio capillary fibrosis. He, therefore, literally died of old age while yet in full possession of his mental powers and of his usual vigor up to within a few weeks of his death. Like the one-horse shay, after more than half a century of intense activity he went all to pieces. It is a great honor to be the son of such a man."

Educational Meetings.

Secretaries of teachers' organizations are requested to notify the editor of dates of meetings and of election of officers.

Nov. 8.—Bristol County (Mass.) Teachers' Association, at New Bedford, Mass., Supt. William E. Hatch, New Bedford, president.

Nov. 14.—New England Association of School Superintendents, at Boston. A. J. Jacoby, Milton, secretary.

Nov. 20-22.—Northern California Teachers' Association, at Redding.

Nov. 28-29.—Massachusetts Teachers' Association, at Boston. Supt. L. P. Nash, Holyoke, secretary.

Nov. 28-29.—Central Association of Physics Teachers, at Chicago. Charles H. Smith, Hyde Park high school, Chicago, president.

Nov. 28-29.—Eastern Ohio Teachers' Association, at Marietta.

Nov. 28-29.—Crawford County (Ind.) Teachers' Association, at Milltown, Ind., Supt. C. A. Robertson, president.

LAST WEEK OF DECEMBER.

Indiana State Teachers' Association, at Indianapolis.

Southern Association of Elocutionists, at Atlanta, Ga.

New York State Associated Academic Principals. Prin. James Winne, Poughkeepsie, president.

New York State Association of Grammar School Principals, Orson Warren, Elmira, president.

New York State Science Teachers' Association. Dr. William Hallock, Columbia university, president.

New York State Training Teachers' Conference. Richard A. Searing, Rochester Normal Training school, president.

California Teachers' Association, at Los Angeles. A. E. Shumate, president.

Kansas State Teachers' Association, at Topeka. Joseph H. Hill, president.

THE SCHOOL JOURNAL,

NEW YORK, CHICAGO, and BOSTON.

Is a weekly journal of educational progress for superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870 it is in its 3rd year. Subscription price, \$2 a year. Like other professional journals THE SCHOOL JOURNAL is sent to subscribers until specifically ordered to be discontinued and payment is made in full.

From this office are also issued three monthlies—THE TEACHERS' INSTITUTE, THE PRIMARY SCHOOL, and EDUCATIONAL FOUNDATIONS, (each \$1.00 a year), presenting each in its field valuable material for the teachers of all grades, the primary teacher and the educational student; also OUR TIMES (current history for teachers and schools), semi-monthly 50c. a year. A large list of teachers' books and aids is published and all others kept in stock, of which the following more important catalogs are published:

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The English Education Bill.

The London *Daily Mail* has given an excellent summary of the English Education Bill now before Parliament which will enable our readers to comprehend the significance of the present religious and political party differences in the controversy:

The elementary schools of England and Wales are :

First—Voluntary schools (of all religious denominations).

Second—Board schools.

A voluntary school is an independent private school, created by private subscriptions, conducted under the terms of a trust deed by one or more managers, and controlled by the board of education. On complying with the "Conscience Clause" of the education act of 1870, it is recognized for the purposes of state aid as a public elementary school.

A board school is a public school provided by a local rate, managed by a local school board elected by the ratepayers for that purpose, and controlled by the board of education. On complying with the "Cowper-Temple" clause of the education act of 1870 it is recognized for the purposes of state aid as a public elementary school.

There are 14,294 voluntary schools.

There are 5,857 board schools.

The voluntary schools are mainly, but not entirely, composed of Church of England schools. They are divisible as follows :

Church of England schools	11,731
Roman Catholic	1,053
"British" and miscellaneous	1,052
Wesleyan	458

In the voluntary schools there are, in round numbers, 3,200,000 children.

In the board schools there are in round numbers 2,600,000 children.

The "Conscience Clause" of the 1870 act makes it compulsory on every school which seeks to obtain a grant for efficiency from the state as a public elementary school to refrain from requiring the children to attend church or chapel; and it further requires that any time assigned for religious teaching must be clearly marked off and separate from the time assigned to secular education.

This clause in the case of the board schools was overridden by the "Cowper-Temple" clause, which runs thus :

"No religious catechism or religious formulary which is distinctive of any particular denomination shall be taught in the school."

The annual average cost of the maintenance of the schools, if reckoned per child, is :

In board schools to	Per head.
In voluntary schools	£2 17s. 7½d.

The annual state grant won by the efficiency of these schools (the minimum of efficiency being secured by the inspection and examination of the children under various regulations and codes) amounts :

In board schools to	Per head.
In voluntary schools to	£2 6s. 4½d.

The attendance of the children's averages :

In board schools	82.8
In voluntary schools	81.6

The finance of all elementary schools, whether board or voluntary, may be briefly summarized by saying that the financial support they receive is of two kinds :

- (1) Central financial support.
- (2) Local financial support.

The central support is made up of the efficiency grants from the exchequer, which are paid principally out of indirect taxation, upon the report of the government inspector.

But the central support is, as will be seen from the figures we have quoted, not sufficient by itself. It has to be supplemented by local support.

In the case of board schools this local support is under

the heading of the school board rate compulsorily provided by the ratepayers.

In the case of the voluntary schools the deficiency in revenue is voluntarily provided by those benevolent persons who are in sympathy with the objects of those schools.

The first object of the education bill of 1902 is to abolish everywhere, save in London, all existing authorities for elementary and technical education, and to establish one local authority for the education of the nation.

(The proposers of the bill contend that, as regards elementary education the tendency has been to institute a sort of rivalry between board schools and voluntary schools, and consequently to tempt the board schools to spend more than they are justified. As the school boards levy the rates they are capable of doing this if they are so minded.

This new local education authority is to be the county council or the county borough council.

The absolute control of the funds is given to the local education authority in order to insure their being distributed in proportion to the importance and necessities of the various branches of education.

The oversight of the educational work within any area is to be handed over to the education committee appointed by the councils; but the spending of the money will be left in the hands of the councils, which alone possess the power of levying it.

No member of the education committee responsible for the educational work of the new authority is required by the bill to be a member of the local council; but Mr. Balfour has expressed his willingness to make it obligatory that a certain proportion of the members of the committee shall be members of the council which is the local education authority under the act.

The third part of the bill—that which deals with elementary education and the voluntary schools—is the main subject of the present contention between parties.

The provisions regarding the voluntary schools may be described in the following terms :

The government asks the managers of voluntary schools :

1. To provide buildings rent free.
2. To keep them in repair.
3. To make such alterations as the authorities, local and central, require.
4. To comply with the provisions for secular education.

The government also insists, on the other hand, that the local educational authority shall—

1. Absolutely control the secular education in all the voluntary schools.
2. Inspect the schools and audit their accounts.
3. Appoint two out of every six of the managers of the schools.
4. Veto the appointment or secure the dismissal of teachers if unfit on educational grounds.

In return for all this the government under the new bill provides for three-quarters of the cost of education from the state exchequer, leaving the local education authority to provide the remaining quarter out of the local rates.

This bargain is objected to on two grounds—

1. That the voluntary school managers appointed by the supporters or subscribers to the up-keep of the schools are in the majority of 4 to 2.
2. That rate aid is granted to denominational instruction.

These objections have been met by the reply that—

1. The secular instruction in the voluntary schools is absolutely controlled by the local education authority, and is further controlled, as to the standard of instruction, by the board of education.

2. That rate aid is not given to denominational instruction because the distinctive religious teaching in the voluntary schools does not cost more than one-twenty-fifth of the total cost of maintenance, and amounts therefore do not cost more than £175,000, while the

rent value of the school buildings—now given free for the purposes of instruction—is estimated at not less than £715,000.

The new grant will be paid as follows:

1. The government will continue to give its grant for efficiency to all schools on receiving a favorable report from its inspector.

2. The government will continue to pay the "fee grant" to all schools, which is in lieu of the fee paid before the days of free education.

3. The government will pay a new "special aid grant" of nearly £2,000,000 a year to the new education authorities for the general purposes of education.

But in respect of these three grants—"efficiency," "fee," and "special"—the government will in no case pay more than three-fourths of the whole expenditure of the local education authority on elementary education, the local education authority providing the other fourth out of the rates.

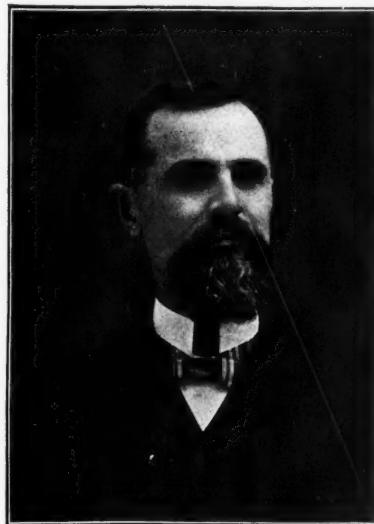
It only remains to add that, as regards higher education, the local education authority has a free hand, and can develop the education of its area thru all the recognized stages of secondary, technical, and higher instruction. In this is included the power of providing facilities for the training of teachers.



Mrs. Helen Grenfell, Colorado.
Succeeded by Mrs. Anna B. Brandt.



Frank Nelson, Kansas.
Succeeded by Insley T. Dayhoff



E. E. Collins, South Dakota.
Succeeded by George W. Nash



Frank L. Jones, Indiana.
Succeeded by Fasset A. Cotton.



J. W. Abercrombie, Alabama.
Succeeded by Isaac W. Hill



L. D. Harvey, Wisconsin.
Succeeded by Charles P. Cary



John J. McMahon, South Carolina.
Succeeded by O. B. Martin

State Superintendents whose term of office expires. Their successors were elected November 4.

Educational Associations in the United States.

THE SCHOOL JOURNAL herewith presents a list of teachers' organizations in the states of Illinois, New York, and New England. This is the first time that a directory of this kind has been attempted, and the readers will readily pardon whatever incompleteness they may discover. The editor would greatly appreciate any corrections noticed by you. Please send information concerning associations, officers, number of members, and specific purposes, to the editorial department, 61 East 9th street, New York.

New England.

New England Association of School Superintendents. Sec., A. J. Jacoby, Milton.

New England Association of Colleges and Preparatory Schools. Pres., Elmer H. Capen, Tufts College; Vice-Pres., W. M. Gallagher, Thayer Academy, South Braintree, Mass.; Sec., Ray Green Huling, Cambridge H. S.

New Hampshire State Teachers' Association. Pres., Supt. Henry C. Morrison, Portsmouth; Vice-Pres., Supt. George H. Whitcher, Durham; Sec., Harriet L. Huntress, Concord; Treas., Hon. Channing Folsom, Dover.

Vermont State Teachers' Association. Sec., E. G. Ham, Montpelier.

Mass. Superintendents' Association.

Mass. Teachers' Association. Sec., Supt. L. P. Nash, Holyoke.

Mass. Schoolmasters' Club. Pres., Dr. John Tetlow; Sec. and Treas., Herbert L. Morse.

Adams, Mass., Teachers' Association. Pres., M. A. Arnold; Sec., Nellie E. McNulty; Vice-Pres., F. H. Carpenter; Ex-Com., F. A. Bagnall; Miss C. M. Richmond.

Adams, Mass., Educational Society.

Berkshire County, Mass., Teachers' Association. Vice-Pres., Dr. H. H. Gadsby, North Adams; Sec., A. W. Smith, Adams.

Bristol County, Mass., Teachers' Association. Pres., William E. Hatch, New Bedford.

Dukes County, Mass., Teachers' Association.



Supt. Wm. E. Hatch, New Bedford, Mass., President of the Bristol County Teachers' Association.

Essex County, Mass., Teachers' Association. Sec., A. E. Tuthill, Haverhill.

Franklin County, Mass., Teachers' Association. Pres., John A. Callahan; Rec. Sec., Miss Maud Stebbins; Cor. Sec., Miss Lillian Hogan.

Hampden County, Mass., Teachers' Association. Pres., Alfred C. Thompson, Wakefield; Vice-Pres., George Rugg, Chicopee; Treas., Frederick W. Pease, Springfield; Sec., Luella I. H. Thayer, Holyoke.

Hampshire County, Mass., Teachers' Association. Pres., Alfred B. Morrill, Easthampton.

Plymouth County, Mass., Teachers' Association. Pres., Charles P. Sinnott, Bridgewater; Sec., D. L. Whitmarsh.

Springfield, Mass., Teachers' Club. Pres., Mrs. T. M. Balliet.

Worcester County, Mass., Teachers' Association.

Rhode Island Institute of Instruction. Treas., S. A. Sherman.

Danbury, Conn., Teachers' Association. Pres., Prin. Strong Comstock; Sec., Prin. E. M. Crofoot; Treas., Miss Lillian Northrup.

Connecticut State Teachers' Annuity Guild. Pres., Nathan L. Bishop, Norwich; Fin. Sec., Carrie E. Hopkins, Norwich; Rec. Sec., Irving Emerson, Hartford; Treas., Charles L. Ames, Hartford.

Connecticut State Teachers' Association. Pres., F. A. Brackett, Hartford; 1st Vice-Pres., C. B. Jennings, New London; 2d Vice-Pres., W. N. Rice, Middletown; Cor. Sec., S. P. Willard, Colchester; Rec. Sec., T. H. Patterson, Bristol; Treas., W. F. Nichols, New Haven; Auditor, J. G. Lewis, New Haven.

The local associations of Boston will be listed in a later number.

Illinois.

Illinois State Teachers' Association.

Northern Illinois Teachers' Association.

Cook County, Ill., Teachers' Association. Pres., T. W. Nichols.

Chicago.

The George Howland Club, of Chicago, Ill. Sec., Wm. J. Bartholff.

Chicago, Ill., Teachers' Club.

Chicago, Ill., Octavius Club. Pres., Mary A. Crowe; Sec., A. B. Wight.

Chicago Teachers' Federation. Pres., Ella A. Rowe; Cor. Sec., Catherine Goggin.

Chicago, Ill., Institute of Education, at Marshall Field Building.

Chicago, Ill., Principals' Association. Ex-Com., Prins. McKay, Rosseter, Harvey.

The Chicago, Ill., Kindergarten Club. Cor.-Sec., Frances Throop.

Ella F. Young Club of Chicago, Ill. Pres., Florence Holbrook; Sec., Agnes M. Harding.

Chicago, Ill., Head Assistants' Association. Pres., Mrs. Marie L. Baker; Vice-Pres., Effie J. Kilbourne; Sec., Anna E. Hill.

New York.

New York State School Superintendents.

New York State Training Teachers' Conference. Pres., Richard A. Searing, Rochester, N. Y.

Orange County, N. Y., Teachers' Association. Pres., Prin. Wm. A. Wheatley, Chester; 1st Vice-Pres., Prin. S. H. McIlroy, Highland Falls; 2nd Vice-Pres., Miss Bertha J. Taylor, Monroe; Sec., Prin. Orville Eichenberg, Monroe; Treas., Miss Sarah W. Snowden, Newburg.

Buffalo Women Teachers' Association.

Buffalo Principals' Association.

New York City.

New York Association of High School Teachers of German. Pres., Robert Mezger; Sec., Arnold Kutner.

New York Association of Primary Principals, second Monday in month. Pres., Josephine E. Rogers; Sec., Miss S. E. Buckbee.

New York Educational Council, third Saturday of month, at University Building, Washington Square. Pres., James M. Grimes; Sec., Clarence E. Morse.

New York, The Emile. The first Saturday of month at Terrace Garden, 58th street near 3d avenue. Pres., Frank A. Schmidt; Sec., Elijah Jenks.

New York Hot Scholastiko.

New York Grammar Teachers' Association, the second Monday in month, at the Normal College. Pres., Mrs. L. Randall Crooker; Cor. Sec., Miss M. A. Reynolds; Sec., Miss Sarah R. Watkins.

New York Male Teachers' Association at Hotel Marlborough, Broadway and 36th street. Pres., Silas M. Wheat; Vice-Pres., Adolph Mischlich; Sec., Walter A. Duke; Fin. Sec., George E. Vogel; Treas., Loron M. Burdick.

New York Primary Teachers' Association, the second Friday in month at the Normal college. Pres., Marguerite A. Elger; Cor. Sec., Margaret G. Dugan; Treas., Anna M. McGean.

Schoolmasters' Association of New York and Vicinity. The second Saturday in month from October to April, at Bremarly school, 17 W. 44th street. Pres., W. S. Blake; Sec., Harry B. Penhollow, 174 W. 102d street.

New York Schoolmasters' Club. Pres., Vernon L. Davey; Sec., Peter C. Ritchie, Jr.

New York Society of Pedagogy, the third Thursday in month at G. S. No. 6, Madison avenue and 85th street. Pres., E. A. Page; Sec., J. W. Davis.

New York Society for the Study of Class-room Problems, the second Saturday in month at the Hall of Board of Education. Pres., Dr. Edward W. Stitt; Sec., George H. Chatfield; Treas., Dr. Joseph S. Taylor.

New York Teachers' Association. Pres., Magnus Gross; Sec., E. D. Stryker.

New York Teachers' Building and Loan Association. The last Friday in month at Room 1001, Presbyterian Building, 5th avenue and 20th street. Pres., Andrew J. Whiteside; Sec., R. B. Elliot.

New York Teachers' Co-operative Building and Loan Association. Last Friday in month, 4 P.M., at Bloomingdale Hall, East 60th street. Pres., Joseph G. Furey; Sec., Magnus Gross, Jr.

New York City Mothers' Club. Pres., Mrs. Harry Hastings.

Brooklyn Principals' Association.

Brooklyn Teachers' Association. Pres., Harry F. Towle.

That tired feeling is a burden you need not carry. Hood's Sarsaparilla will give you of it and renew your courage.

Educational New England.

Important Discussions.

The Middlesex County Teachers' Association held its fiftieth meeting at Boston, October 31, with Prin. William L. Eaton, of the Concord high school, presiding.

Mr. Henry T. Bailey, state agent for the promotion of industrial drawing, spoke on "Substitutes for Fear and Pain as Incentives." He gave an eloquent and inspiring talk on the newer method which leads the pupil to find pleasure in the things which he has to do. At the same time, he painted the old time schools in a way that clearly did injustice to the past. Of course his exaggerations served as a marked contrast to the delight so many pupils now find in their more pleasing tasks.

At the end of the morning session, Supt. A. H. Whitcomb, of Lowell, took issue with the position of Mr. Bailey. While we are making progress in our schools, it is not right to hold that the teachers of the past ruled only by fear. There were faults then, but the faults have not all disappeared yet. All the teachers of to-day can recall brave, strong men, and earnest loving women who have helped make us what we are. It is not modest to say we have made ourselves in spite of our teachers and our parents. It is the fact that we may have inherited a little and learned the rest from some teachers of the old school. So we may hope that the better teachers of the future will be the results of our work.

Mr. Herbert Parker, the attorney general of Massachusetts, spoke of "The Opportunity and Obligation of Teachers in Training Law-Abiding Citizens." He showed convincingly that the primary duty of the school is to train to the best citizenship. To this, obedience becomes the first necessity, and this is the law of liberty. So the pupil must be taught that every exercise of liberty should be tested by the greatest good to the greatest number, and for maintaining liberty, authority must be vested in some form. This makes the school the prototype of the republic.

So the test of a teacher's work is not found at the end of the pupil's course, but is the rather learned by what he does in his after life. So the school must aim to be symmetrical, and must teach the pupils a few things with accuracy and completeness. To this must be added the positive moral character. Court experience with the "seamy" side of life has shown that the younger generation sets its face towards righteousness, not with any neglect of filial duties, but with new strength to uplift the falling. This makes the American spirit.

Miss Sarah L. Arnold, dean of Simmons college, followed with many concrete examples to enforce the positions presented by Mr. Parker.

The important address of the afternoon was given by Mr. George H. Martin, of the board of supervisions, upon "The Old Order and the New."

He began by saying that the fifty years covered by the association include the most eventful period in the history of education because in this period, the public school system has received its entire development. And in this same period, there has been what may be termed a "Revolution in Thought" whose consequences promise to be profound.

The graded system is the product of two factors. The first is an old element that looks upon education as the reception by the growing mind of a series of truths previously discovered and generally accepted. So by teaching the boy in this way, he would find himself thinking and doing as others do, when he enters upon life.

The second idea may be termed the factory system. This means that the largest amount of finished product must be turned out in a given time, and with the least expenditure of force. This has led to the introduction of the departmental system, that each teacher's part in the whole should be more concentrated and more definite, just as in a shoe factory, a separate machine, with a separate man attached, drives pegs all day.

But the conception soon came in and has gained ground that the whole thing is rotten. The main purpose of education is to educate for life. The world acts upon the pupil in various ways. To meet this condition in the best manner, the race should be educated. Men and women interact, and this produces growth in knowledge. Thus at length comes the developing and transforming power of Christianity.

The twenty-sixth annual meeting of the Bristol County, Mass., Teachers' Association will be held at New Bedford, Mass., Saturday, Nov. 8. Supt. Wm. E. Hatch, of New Bedford, is the president.

N. E. S. A. at Boston.

The New England Superintendents' Association will meet at Boston on November 16. The meetings of this body are of considerable importance, bringing together as they do most of the leading school men of New England. The following program, prepared for Friday next, may be regarded as a fair criterion of the association's objects and work:

9.30 Devotional Exercises.

Rev. Theodore I. Reese, Milton, Mass.

9.40 Business.

9.50 The Use of the Bible in the Public Schools as Literature.

Pres. George Harris, of Amherst college, Mass.

Discussion opened by

Dr. John T. Prince, agent of the Massachusetts state board of education.

Supt. Charles W. Bickford, of Manchester, N. H.

11.00 Moral Training in the School.

Prof. W. G. Everett, of Brown university.

Discussion opened by

Supervisor Charles E. Keyes, of South District, Hartford, Conn.
State Supt. Walter E. Ranger, of Vermont.

12.00 Reports of Committees:

On Necrology.

On Educational Progress.

On Legislative Enactments.

2.00 Reports of Committees:

On Nominations.

On Resolutions.

2.15 Educational Duties Revealed by Strikes.

Editor Ossian H. Lang, of THE SCHOOL JOURNAL and Educational Foundations, New York City.

3.00 The Reconciliation of Educational Ideals.

Pres. William DeWitt Hyde, of Bowdoin college, Maine.

Secretary Long at Hingham.

HINGHAM, MASS.—The Plymouth County Teachers' Association held its sixty-ninth annual meeting on Oct. 31, with about 500 in attendance, and Mr. Charles P. Sennott, of Bridgewater, in the chair. Dean James E. Russell, Ph.D., of Teachers' college, of New York city, discussed "Kipling's Educational Ideas." Hon. John D. Long paid a glowing tribute to Mr. Albert G. Boyden, for more than fifty years the principal of the Bridgewater Normal school, and to Mr.

J. O. Sanborn, over thirty years the principal of the Hingham high school. He claimed that the civilization of the Philippines will come largely from education. He rejoiced that so much had already been accomplished among them.

Mr. E. W. Farwell, of Brockton, was elected president for the coming year, and Mr. C. A. Record, of Norwell, secretary.

The W. C. T. U. and the Schools.

The National Woman's Christian Temperance Union, the largest organization of women in the world, has just closed its twenty-ninth annual convention in Portland, Maine, with delegates from every state and territory in the United States and with many foreign visitors.

The various activities of this society are divided into departments each of which conducts its own special mission under the auspices of the general organization. From year to year the department of scientific temperance instruction in the public schools has exhibited a large map of the country with all the states in white that have enacted laws requiring the study by the pupils in the public schools of physiology which includes as a part of hygiene special instruction as to the nature and effects of alcoholic drinks and other narcotics.

This was a jubilee year of the department, as for the first time its great temperance education map is white because temperance physiology is a mandatory public school study in every state, territory, and new possession under our territorial laws.

At one time in the convention, when the delegates were all in their seats, everyone was asked to rise who had been or is now a teacher or connected in any way with public or private education. Almost the entire body came to their feet. A further canvass showed that every phase of education was represented, from primary public school teachers to college and normal school instructors, school principals, supervisors, members of school committees and of boards of education. Hence, the delegates knew whereof they affirmed when, on motion of Miss Marie C. Brehm, president of Illinois, they passed unanimously the following preamble and resolution:

"Whereas, President Charles W. Eliot, of Harvard university, in his recent New Haven speech, has presented no evidence to prove that total abstinence is not supported by the exact experimentation of modern science, therefore,

Resolved, That we respectfully differ from his statement that "the effort to inculcate total abstinence in the public schools has been to the injury of science because the manuals of instruction used for that purpose are inaccurate."

"We remind the public that the teaching on this subject in the public schools which is approved by the advocates of this cause has the approval of men of acknowledged eminence in science, and has never been proved false. We, the National Woman's Christian Temperance Union, representing mothers and teachers who come into closest contact with the children of this country testify to the great educational, hygienic, and moral value of this study. We therefore believe that its removal from our schools would be a national calamity which we pledge ourselves to do everything in our power to avert."

The following resolution was also adopted by the convention:

"Resolved, That we stand committed to the principle and practice of compulsory scientific temperance instruction for all pupils in all public schools of this country.

"We rejoice that this study is now

universally mandatory in the United States, and urge our organization everywhere to resist every effort to weaken the laws that require it; to work for good, well-graded text-books on this subject in the hands of pupils who use books on other subjects; and to oppose books that fail to teach total abstinence as revealed by modern science."

MILFORD, MASS.—Mr. John C. Hull, of Adams, has been elected principal of the high school. Some time since he was elected principal of Berwick academy, South Berwick, Me. It is not often that two important principalships come to a man in such close succession.

Minnesota Items.

The State Debating League, which aroused so much enthusiasm among the high schools of the state last year, is being organized again. The question for debate this year will be, "Resolved, That the Senate of the United States shall be elected by popular vote of the people." Le Seur high school holds the \$250 cup and strenuous efforts will be made by that school to retain possession of it for a second year.

All reports of the normal schools of the state show increased attendance and prosperity. The school at Moorhead is anxiously awaiting the completion of its \$40,000 addition which, when completed, will add much to the comfort and convenience of the school.

President Northrup, of the State university, is in great demand as a public speaker on the occasion of the inauguration of college presidents. In a recent trip he gave addresses at the inauguration ceremonies of President James, of Northwestern University, and President George, of Chicago Theological seminary. He was also one of the distinguished visitors at the inauguration of Pres. Woodrow Wilson of Princeton.

Gustavus Adolphus college will be moved from St. Peter to Minneapolis. It is under the control of the Swedish Lutheran Synod and ranks high among the sectarian schools of the state.

C. W. MICKENS.

A Gift to Education.

SAGINAW, MICH.—Hon. Wellington P. Burt a few days since invited the members of the school board to his residence and submitted a proposition to donate \$150,000 for the establishing of a manual training school to be conducted in connection with the public school system. Of the amount \$100,000 is to be devoted to the erection of a building and \$50,000 to equipping same.

No Pay for Absences.

A supreme court justice in the Metropolitan district has decided that the action of the board of education in making deductions from the salary of a school teacher on account of sixty-eight days of absence from duty, caused by sickness, was in accordance with the provisions of law.

Brooklyn Transfers.

The board of superintendents has decided on the changes of a number of heads of departments in Brooklyn. Miss Anderson leaves P. S. No. 108 for P. S. No. 84, and Miss Warren, from P. S. No. 26 succeeds her. Miss Bostwick, head of department in P. S. No. 35, has been transferred to No. 87, while Miss Kloster, now of No. 20, has been sent to No. 23, Consol-yea street and Humboldt avenue. Arthur L. Stetson, now head of department of No. 23 will become principal of No. 104. Ninety second street and Fifth avenue.

In and Around New York City.

The New York Schoolmasters' Club will meet at the St. Denis, on Saturday evening, November 8, 1902. Dinner will begin at 6 P. M. Dr. William J. Long, author of "Beasts of the Field," "School of the Woods," the "Wood Folk" books, etc., will speak on "Animal Education."

The report of committee on nominations, State Supt. Charles J. Baxter, of New Jersey, chairman, proposes the following officers for the year: President, William C. Hess; 1st vice-president, Chas. W. Lyon, Jr.; 2d vice-president, Elmer C. Sherman; secretary, Peter C. Ritchie, Jr.; treasurer, H. E. Harris; librarian, Joseph S. Taylor; board governors 1906: C. E. Morse, C. O. Dewey, J. H. Clark, John Walsh; board admissions 1906: Ed. L. Stevens, J. B. T. Demarest, S. Jenkins, W. J. Shearer. Vacancies: Andrew W. Edson, admissions 1904; J. A. Hulsart, governors 1904.

The Society for the Study of Practical School Problems has become a useful and influential organization of New York city teachers, under the able administration of the retiring president, District Supt. John Dwyer. The constant aim has been to direct attention to the practical rather than to the theoretical side of the teacher's work. The membership includes superintendents, principals and teachers. Meetings are held on the second Saturday of every month in the school year at the hall of the board of education. Messrs. Emerson E. White, Jacques W. Redway, Robert C. Metcalf, Frank M. McMurry, Wm. H. Maxwell, Andrew W. Edson, Clarence E. Meleney and others have spoken before the society. For the current year the following distinguished gentlemen have already accepted an invitation to speak: City Supt. Wm. H. Maxwell, Associate Supt. George S. Davis, Pres. Nicholas Murray Butler, of Columbia university, and Prin. William McAndrew, of the Girls' Technical high school. A feature of the meetings is the free discussion in which members may present their views on the special topic of the day. A number of the addresses are published at the end of every year in a special pamphlet. The first issued under the title, "Practical School Problems," edited by Dist. Supt. Joseph S. Taylor, contains helpful articles upon composition, grammar, and reading, and may be had at thirty cents a copy of Mr. W. Beverly Harison, at 65 E. 59th St.

Membership is fifty cents a year and entitles the holder to free copies of whatever educational literature may be published by the society during the year. The unification of the course of study for elementary schools in all the boroughs on February 1, 1903, presents a strong reason why all teachers in Greater New York should be interested in the practical aims of this organization. Subscription list with money order or check should be mailed to the treasurer. Dr. Edward W. Stitt is the president; George H. Chatfield, 19 West 106th street, treasurer, and Edward D. Stryker, 722 E. 174th street, secretary of the society.

At the regular meeting to be held at the hall of the board of education, on Saturday, Nov. 8, 1902, at 10:30 A. M., Prin. Wm. McAndrew, of the Girls' Technical high school will speak on "Criticism," "Censure vs. Commendation, Fault-finding vs. Encouragement, Nagging vs. Inspiration."

The inspection for eye diseases which has resulted in the exclusion of many children from the schools, and to an overwhelming application to the Eye and Ear Hospital for treatment of those requiring immediate operation for trachoma, will in the end undoubtedly prove beneficial, altho apparently hard at the first.

This examination has been continued thru parochial and corporate schools also, and will be taken up in connection with the elementary evening schools.

Prin. Charles Perrine, of school No. 100, Coney Island, has leased for week days the Brighton chapel for use as a kindergarten for children that have been crowded out of Coney Island and Brighton schools. There are 150 children for whom the board had arranged half sessions, to which the parents objected, hence this lease in the name of the principal to avoid complications between the board and the church.

Miss May J. Farmer, who has forty years of service in the school to her credit, has given up her position of principal of G. S. No. 73. She says modestly, "All my life I have been working as quietly as I could, molding character and doing my best for my little charges. That is the whole story of my work." Truly a high record and one Miss Farmer may be proud of.

The executive committee of Normal college has decided to grant the petition of 118 students for recognition of higher class standing. City Supt. W. H. Maxwell has stated that, on the other hand, he will refuse to license any one making short cuts thru the Normal. Thus the matter rests till next June.

The Bronx Male Principals' Association at its last meeting on the 16th ult. discussed the subject of "Departmental Teaching." Mr. P. W. McCarthy, principal of P. S. 63, Tremont, inaugurated the departmental system in the last two years of the course, eleven classes, on Nov. 3. Mr. Carls, principal of P. S. 173, Belmont, has also introduced the system.

The university extension classes of the New York Society of Pedagogy are meeting with success. Students in these classes are enabled to prepare themselves in the work demanded by the board of examiners for license for promotion. Prin. Edward A. Page has charge of the work in the Borough of Manhattan, while Prin. J. W. Davis looks after the work in the Bronx. The subjects taken up are:—"History and Principles of Education," "Illustrative Blackboard Drawing," "School Management," "Psychology," "English," "Mathematics."

The meeting of the Principals' Association of the City of New York, Dr. W. L. Ettinger, president, was held at the College of the City of New York on Saturday, Oct. 25, at 10:30 A. M. Dr. J. P. Gordy, professor of the history of education, New York university, addressed the meeting on "The Teaching of History in Grammar Schools."

Extension Course for Teachers of German.

Dr. Leopold Bahlsen, of Berlin, lecturer on methods of teaching French and German in Teachers college, offers a special course for teachers on the "Reform Movement in the Teaching of Modern Languages in Germany."

The lectures will commence on Saturday, November 15, at 3 P. M., and will be held every fortnight thereafter. The place of meeting is the City College of New York, Lexington avenue and 23d street. The lectures will be given in German and will be followed by discussions. Fee, \$10.00.

Teachers intending to pursue this course are requested to register not later than Nov. 8, with any member of the following committee:

Robert Mezger, High School, Newark, N. J.

Ludwig Bernstein, 225 East 23d street, N. Y.

Herrman Zick, 1961 Madison avenue, N. Y.

Here and There.

ITHACA, N. Y.—Cornell university has formulated a plan for retiring its professors who have reached seventy years of age. This is a move in the right direction, that one who has given up the best part of his life to help others should be permitted to spend remaining years in active inactivity.

The New Jersey training school for feeble-minded girls and boys is doing a noble work, and we are glad to hear that great improvements have lately taken place in the buildings and grounds, both in beautifying and practical development. Extra buildings are contemplated in the near future, and all that can be will be done for the welfare and enjoyment and safety of those attending the school.

Radical reforms in the school system of Chicago have been introduced by E. G. Cooley the present supervisor of schools. He has unified and thus simplified the plan of supervision. This now centers in the superintendent, while each assistant and principal has an increased responsibility placed upon him. Formerly the whole city was divided up into fourteen districts, and a supervisor, or assistant superintendent, was placed in charge of each district. Now six assistants are assigned by the superintendent to give attention to such work and in such places as his judgment may approve. At the same time the principals are brought into a closer advisory relation to the superintendent than formerly, which is manifestly a wise provision.

The New York State Normal college has issued an excellently descriptive booklet of what the college is intended for, of what it does, and also of words of advice to those who may seek admission. Courses are offered in almost every specialty, and for teachers to be it would be well worth their while to write to Albany and get the publication. Dr. Milne is the president of the college.

The Oklahoma agent of Indian reservations reports that Indian education is a failure, that is among themselves. But he recommends that schools be established where the Indian children can come into contact with the whites, and that the training be more towards the industrial end. And he adds :

"Many of the people are addicted to drink, and both men and women are inveterate gamblers. Their days are spent almost in utter idleness, and vice and debauchery are rampant. The degradation of these people will continue and increase until they are made to work, and live by the result of their labors."

These things speak badly for the whites with whom they come in contact and from whom they must have learned at least a portion of these habits.

GREENSBORO, N. C.—From the tenth annual catalog of the North Carolina State Normal and Industrial college, there appears to be a gratifying increase of scholars in the institution. The total number of students is 447, of whom more than one-third pay their whole expenses, the rest being helped thru either by state or private funds, this help being dependent on good conduct and scholarship.

WELLESLEY, MASS.—Wellesley college is opening a new department to teach young women scientific gardening, including the treatment of diseased grain and expert grafting. This can well be done here because of large, well-kept grounds, and the Hunnewell estate with its magnificent greenhouses. There will also be an up-to-date dairy, in which the science of correct butter making will be taught; and in a poultry yard they will learn to

raise and feed chickens. This reminds us of the horticultural college at Swanley, England, from which hundreds of women have graduated in everything but cattle raising.

QUINCY, MASS.—Mr. Harry A. Blake has been elected a teacher in the high school. Miss L. Jeannette Saunders takes the place of Miss Mary C. Melgard, resigned, in the John Hancock school.

The Morris County Teachers' Association will hold its regular meeting at Boonton, N. J., November 15. State Supt. C. J. Baxter, Prof. Frank M. McMurry, of Teachers college, and Rev. D. F. Diefendorf, of Chatham, N. J., will be the speakers.

For the study of current events no periodical is equal to *Our Times*. Twice a month it contains a condensed account of the political events of the world, also "Answers to Queries," discussions of "Questions of the Hour," and notes on geographical discovery and scientific and industrial progress. The matter is selected with the greatest care and is put in the simple and condensed form possible. It is a time-saver, therefore, for teacher and pupil. Price, 50 cents a year; 40 cents in clubs. Published by E. L. Kellogg & Company.

Death of a Well-Known Texan.

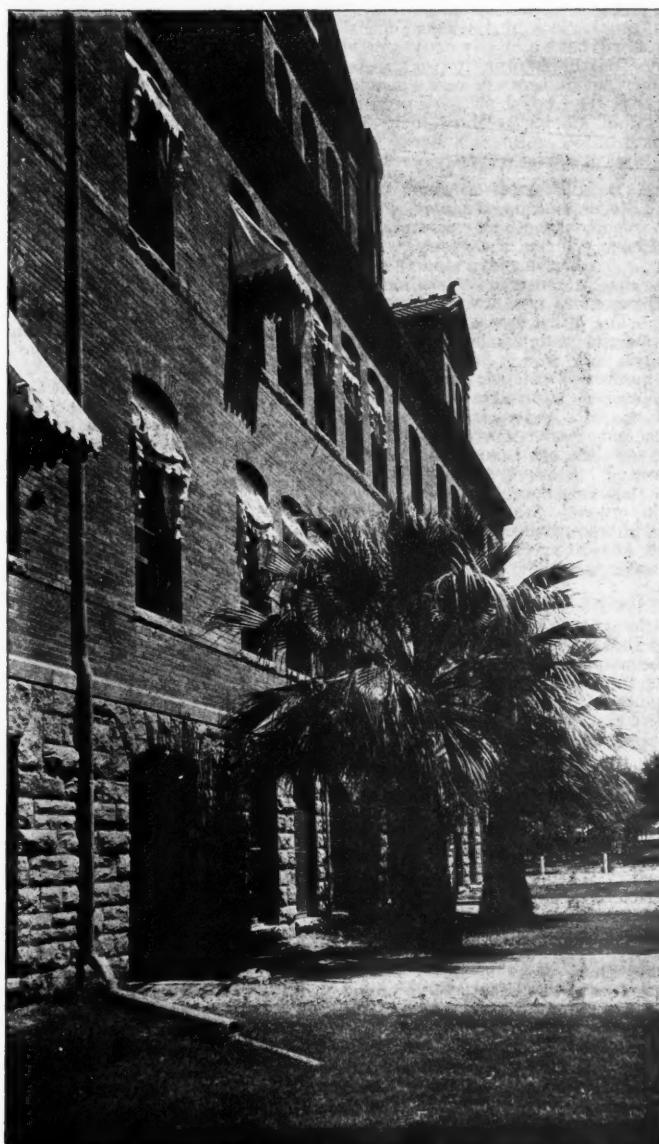
Col. William A. Banks, who for nearly thirty years has been prominently identified with the educational affairs of Texas, recently died at Bryan in the seventy-ninth year of his age. Colonel Banks was a native of Virginia and a graduate of Washington and Lee university. He came to Texas in 1876 to accept the chair of languages in the A. & M. college. He remained here four years and then entered the public school field, teaching in Waxahachie, Salado, and Bryan, being superintendent of schools at the last place for ten years.

In 1894 he was again elected a member of the faculty of the A. & M. college which position he continued to hold till his death.

Colonel Banks was one of the projectors and organizers of the State Teachers' Association.

He served throughout the Civil war in the corps of engineers, Confederate army, under General Whiting. He was colonel of a Virginia regiment in the celebrated raid on Harper's Ferry when John Brown was captured.

Dr. Balliet, of Springfield, recently addressed the Adams Teachers' Association, Massachusetts, on "Apperception." About 100 teachers from Pittsfield, North Adams, had come.



Main Building, Southside Normal School, Tempe, Arizona.

Our Times.

World's Coal Production.

A volume which the United States government has just issued deals with the mineral resources of the country. It says that the total coal production of the world for 1901 was 866,165,540 short tons. The three great coal-producing countries of the world are the United States, Great Britain, and Germany. These three produce 81.14 per cent. of all the coal mined in the world. Austria-Hungary comes fourth, France fifth, Belgium sixth, and Russia seventh.

Prior to 1899 Great Britain led among the world's coal producers, but during 1899, 1900, and 1901 the United States made such progress that it is far ahead of all other nations. Of the output of coal in 1901, the United States produced 33.86 per cent.; Great Britain and her dependencies, 30.86 per cent., and Germany 19.42 per cent., or 84.14 per cent. of the total production.

New Armored Cruisers.

The naval board has decided on the plans for the armored cruisers authorized by the last Congress. They decided to sacrifice speed to power. The new ships will have 23,000 horse power and a speed of 21.5 knots. Hence the new boats will be 3.5 knots slower than the four famous English armored cruisers of the Drake class.

To offset this lack of speed the Tennessee class will have a much more powerful battery—four 10-inch guns in two turrets. The American cruisers will have a heavier armor than the English ships—a protective deck of 4.5 inches and 6-inch side armor.

No Hazing at West Point.

Col. A. L. Mills, superintendent of the United States military academy, in his yearly report says there was only one case of hazing during the past year. In that case a cadet made a fourth class man assume a constrained position and used threatening and abusive language to him. The offender was convicted by court martial and dismissed from the academy.

The number of cadets is limited to 492; the year opens with 471. One cadet is from Costa Rica and one from Venezuela. The incoming class numbered 118.

A great deal of malaria has existed, conveyed by mosquitoes. During the summer pools and nearby places have been oiled in order to kill the pests. This work will be continued, and water from springs and reservoirs will be carried away underground.

An Inquiry as to Cuban Conditions.

The Merchants' Association has sent Henry D. Dumont to Cuba to inquire into the commercial and industrial conditions of the island for the benefit of the merchants of the United States. He will visit all the important cities and industrial centers and make a report which will be placed before Congress. The national law-makers will then be able to see what laws are necessary to protect the trade interests of this country and help Cuba.

Beef is Lower.

Secretary Wilson, of the Department of Agriculture, says that the price of beef in the West has again reached its normal level. He adds that if the public is still paying high prices it is from force of habit, there is no necessity for it. Nevertheless in the East beef is higher than it was before the beginning of the great rise in price of last spring and summer. The secretary advises that the Eastern consumers insist on the butchers putting down their prices.

Plan to Incorporate Unions.

One of the results of the coal strike will be the attempt in Massachusetts to pass a bill to incorporate labor unions.

Among those who are in the movement are many manufacturers. The two points which the promoters urge in favor of the plan are: (1) that the union, if complete and thorough, is a labor trust; (2) that in England where the unions are quite as strong as in this country, they can be made to pay damages for strikes that have been adjudged to have been unfairly declared. Some of the union men are opposing the scheme.

New York Underground Railway.

Work on the New York rapid transit subway is so far advanced that it is predicted that cars will be running by Christmas, 1903. No other great engineering work of modern times, except the great irrigation dam in Egypt, has been completed months before the contract date.

Out of the estimated cost of the New York underground railway of \$35,000,000, \$21,000,000 has been paid out to date. Judged on that basis the road may be said to be sixty per cent. completed. Of a total earth excavation of 1,700,000 cubic yards, 1,580,000 cubic yards, or ninety-three per cent., has been taken out. Thirty-four per cent. of the rock excavation is yet to be done. Everything is now in smooth working order and the remainder of the work will be done much more rapidly than was the earlier part.

A Hindu Missionary in America.

While America is sending missionaries to other countries to convert the people to Christianity, people of other religions are not neglecting America. Among the latest arrivals in New York is Baba Premanand Bharati, who says he has come over here to convert the United States to the worship of Krishna, the god of the Hindus.

He says that Krishna, who was born 5,000 years ago, is a perfect incarnation of God. The monks of Muttra sent him here. He says the people there are very good and humble. Strike them and they will smile, steal from them and they will bless you.

The Baba is writing a book on the mysticism of the Himalayas. Kipling has treated the same subject, but the Hindu claims his book will be more accurate. Another book from the Hindu's pen is called "Impressions of London." This is very interesting, coming from an Oriental. The Baba is a vegetarian, and in his monastery the monks eat but once a day, at eight o'clock in the evening.

Witchcraft Monument.

The Peabody (Mass.) Historical Society has just dedicated a monument and tablet to the memory of John Proctor, a victim of the witchcraft persecutions in 1692. This consists of a great natural boulder found near where John lived. It was placed at the junction of two streets and a tablet fastened to it.

Proctor and his wife were both accused of witchcraft and tried. Both were convicted, and history says it was a case of deliberate lying on the part of several witnesses. Proctor was hanged; his wife escaped death. Three of the Proctor children were accused of witchcraft and imprisoned for a time.

Overhead Delivery of Mail.

A plan has been laid before Italian telegraph and postal officials for a system of electrical delivery of mails by which letters are sent in aluminum boxes along overhead wires at the rate of 248 miles an hour. A commission has been appointed to inquire into the system before beginning experiments on a line between Rome and Naples. Between these points, the inventor claims, he can deliver letters in twenty minutes.

Young America Afloat.

A scheme that the boys will appreciate is the nautical school which will have its home on board the 3,000-ton steamship Young America. While carrying on a

course of study the ship will visit various places of interest; for instance, while studying Roman history, the students will be on the ground, in Italy.

It is presumed that only rich men's sons could afford such a school luxury, for the scheme is a costly one. The course will cover four years, but students will be taken for a single year also. Particulars may be had by addressing the Nautical Preparatory School, Boston, Mass.

New Discovery on the Moon.

During the eclipse of the moon, on the night of October 16, Professor Pickering, of Harvard, made a careful study of the crater Linne. He found that the bright spot grew noticeably in size during the time of greatest darkness. Professor Pickering has always held that the light from the spot is that of hoar frost, though it may be reflected light. His recent observations confirm this belief. He hopes with this as a basis to work out a pet theory of his own concerning the earth's satellite. What that theory is he will not say.

Electricity Makes Plants Grow.

Dr. Lemstrom, of the Finnish university, at Helsingfors, has shown that electricity affects the growth of seeds. Four seeds of barley, wheat, and rye were sown in pots, the soil being connected electrically with the ground. For five hours daily electricity was caused to pass through the soil (which was kept damp) by a Holtz machine. After eight weeks the height of the plants affected by the electric current was found to be forty per cent. greater than those to which no current had been applied.

Wireless Messages to a Train.

The first application of wireless telegraphy to railroad purposes was lately made on the Grand Trunk railway. The despatcher from the apparatus was stationed at St. Dominique station, near Montreal, and the receiving apparatus on the train, moving at the rate of sixty miles an hour. Communication was established eight miles from St. Dominique and continued without interruption until the station had been left eight miles behind.

Natural Gas in England.

The development of the natural gas fields near London, Eng., has been begun by American capitalists. These fields were first tapped six years ago in Heathfield in Sussex when Sussex men were boring deep for water. They did not appreciate the value of the discovery, even when a light applied to the boring brought forth a huge burst of flames.

A year ago the Americans took hold of the enterprise. The gas itself supplies the light and power that is required. In the deepest hole there is a pressure of 200 feet to the square inch, which is sufficient to carry the gas to any of the large cities of England.

Gas Tar for Roads.

At Lugo, near Ravenna, Italy, gas tar has been used on the roads to lay the dust and make them compact. It has been found that, in spite of prolonged dryness, roads so treated remained hard and compact. There was no dust, rain-water flowed off without penetrating, and no mud was formed.

The color of the soil became that of a very dark sand. It is not necessary to treat the whole surface of the road, but only a band in the middle about twelve feet wide.

To Restore Whittier's Home.

The Whittier homestead at Haverhill (hay-ver-il), which was damaged by fire recently, will be restored to exactly the same lines. The ancient furniture and china of the Whittier family, much of it antedating the birth of the poet, are safe, with not an article broken. The desk of his grandfather, on which Whittier wrote

his first verses—and, as it happens, also the last poem he ever wrote—will go back to the old corner where it stood two generations, and perhaps three, before his birth. Everything will be placed in the house just as it stood in the olden time.

Texas Drouth Broken.

In southwest Texas is a strip of land about one hundred miles wide on which

What Causes Deafness.

The Principal Cause is Curable, but Generally Overlooked.

Many things may cause deafness and very often it is difficult to trace a cause. Some people inherit deafness. Acute diseases, like scarlet fever, sometimes cause deafness. But by far the most common cause of loss of hearing is catarrh of the head and throat.

A prominent specialist on ear troubles gives, as his opinion, that nine out of ten



cases of deafness is traced to throat trouble; this is probably over-stated, but it is certainly true that more than half of all cases of poor hearing were caused by catarrh.

The catarrhal secretion in the nose and throat finds its way into the Eustachian tube, and, by clogging it up, very soon affects the hearing, and the hardening of the secretion makes the loss of hearing permanent, unless the catarrh which caused the trouble is cured.

Those who are hard of hearing may think this a little far-fetched, but any one at all observant must have noticed how a hard cold in the head will affect the hearing and that catarrh, if long neglected, will certainly impair the sense of hearing and ultimately cause deafness.

If the nose and throat are kept clear and free from the unhealthy secretions of catarrh the hearing will at once greatly improve and anyone suffering from deafness and catarrh can satisfy himself on this point by using a fifty-cent box of Stuart's Catarrh Tablets, a new catarrh cure, which, in the past year, has won the approval of thousands of catarrh sufferers, as well as physicians, because it is in convenient form to use, contains no cocaine or opiate, and is as safe and pleasant for children as for their elders.

Stuart's Catarrh Tablets is a wholesome combination of blood root, Guaiacol, Eucalyptol, and similar antiseptics, and they cure catarrh and catarrhal deafness by action upon the blood and mucous membrane of the nose and throat.

As one physician aptly expresses it: "You do not have to draw upon the imagination to discover whether you are getting benefit from Stuart's Catarrh Tablets; improvement and relief are apparent from the first tablet taken."

All druggists sell and recommend them. They cost but fifty cents for full-sized package and any catarrh sufferer, who has wasted time and money on sprays, salves and powders, will appreciate to the full the merit of Stuart's Catarrh Tablets.

very little rain falls. It is now covered with verdure for the first time in two years. Six weeks ago all that could be seen in the region in the way of vegetation was mesquite brush and cactus. The cattle, formerly in the region, had either all been shipped away or had died. Then copious rains fell and soon the tender grass appeared and grew rapidly. This shows the strength of the soil. Many think the drouth has not been altogether a misfortune, as the grass will now have a chance to get firmly rooted.

Death of Mrs. Elizabeth Cady Stanton.

The death of Mrs. Elizabeth Cady Stanton took place October 26, at her home in New York. She was born November 12, 1815, in Johnstown, N. Y., being the daughter of Judge Daniel Cady and the wife of Henry Brewster Stanton, a noted abolitionist and journalist. In 1832 she was graduated from Emma Willard's seminary in Troy, N. Y. Eight years later while attending a world's anti-slavery convention in London she made the acquaintance of Lucretia Mott, which resulted in the joint issuance of a call for a woman's rights convention.

The convention was held in Seneca Falls, N. Y. The first formal claim for suffrage for women was then made. In 1854 she appeared before the New York legislature and addressed it on "The Rights of Married Women." Six years later she took the stand that drunkenness should constitute a cause for divorce.

It was through her that the question of woman suffrage was submitted to Kansas in 1867 and Michigan in 1874. She was president of the national committee of her party from 1855 to 1865, and president of the Woman's Suffrage Association until 1883. She has repeatedly addressed a committee of Congress in favor of an amendment for women to the constitution of the United States.

Mrs. Stanton first met Susan B. Anthony when the latter was a demure young Quakeress. The two ever worked together in friendship and sympathy. Together they were the founders of the Loyal League, which had for its object the relief of the suffering families of Union soldiers.

In 1886 Miss Anthony and Mrs. Stanton issued a joint work in three volumes entitled a "History of Women's Suffrage." Mrs. Stanton's "Eighty Years and More," a volume of reminiscences, was issued in 1895. She was the author of scores of essays upon marriage, divorce, and allied subjects.

Isle of Pines People Anxious.

S. H. Percy, vice-president of the Isle of Pines Company, has come to Washington to appeal to the government once more to have the status of the people of that island determined. At the end of the war over Cuba the question of the ownership of the Isle of Pines was left undecided. It was to be determined by the treaty between the United States and the republic of Cuba; that treaty has not yet been made.

Since last May, when the United States troops withdrew, there has been practically no government on this, Cuba's sister isle. All the force there is to keep order is a Cuban alcalde and eight Cuban guards. In the meantime, Americans have bought from the owners who live in Spain one-half of the island, which covers an area of 600 square miles. They say Cubans do not like Americans, and if the island should be handed over to the Cuban republic, as it is reported it will be, their lot would be a very unpleasant one.

The Isle of Pines was discovered by Columbus in 1494. It has numerous bays, lofty mountains, extensive plains, and numerous rivulets. A marsh extends across from east to west, dividing the island into two unequal parts. The moun-

tains rise to a height of 1,000 to 1,600 feet. On them are found beautiful marble of all qualities and colors and green rock crystal. There are mines of silver, quicksilver, and iron. The climate is mild and healthful and the soil fertile. Cattle, tobacco, pine, mahogany, cedar, and other woods, sulphur, spirits of turpentine, pitch, tar, and tortoise shells are some of the productions. For many years the island was noted as a resort for pirates. It is thinly populated.

Steel Roads to be Tried.

Makers of roads have been looking for years to find better roads than the macadam and telford highways. They think they have at last been successful. The streets are to be of steel. Steel streets will be tried in three sections of New York city, where the character of the traffic is varied enough to make the test a thorough one. It has been found that it takes much less force to draw a wagon over a steel road than over the smoothest macadam.

The street will not be paved with steel from curb to curb. Steel tracks about a foot wide will be placed at standard gauge, and the trucks and heavy wagons will follow them up and down the streets and avenues as they now do the car tracks. With steel at \$20 a ton the cost of making a mile of such roadway would be about \$1,500.

It Tells When There is an Earthquake.

The seismograph is a wonderful instrument. It is so delicate that it will note the slightest trembling of the earth caused

The Value of Charcoal.

Few People Know How Useful it is in Preserving Health and Beauty.

Nearly everybody knows that charcoal is the safest and most efficient disinfectant and purifier in nature, but few realize its value when taken into the human system for the same cleansing purpose.

Charcoal is a remedy that the more you take of it the better; it is not a drug at all, but simply absorbs the gases and impurities always present in the stomach and intestines and carries them out of the system.

Charcoal sweetens the breath after smoking, drinking, or after eating onions and other odorous vegetables. Charcoal effectually clears and improves the complexion, it whitens the teeth, and further acts as a natural and eminently safe cathartic.

It absorbs the injurious gases which collect in the stomach and bowels; it disinfects the mouth and throat from the poison of catarrh.

All druggists sell charcoal in one form or another, but probably the best charcoal and the most for the money is in Stuart's Absorbent Lozenges; they are composed of the finest powdered Willow charcoal, and other harmless antiseptics in tablet form or rather in the form of large, pleasant-tasting lozenges, the charcoal being mixed with honey.

The daily use of these lozenges will soon tell in a much improved condition of the general health, better complexion, sweeter breath and purer blood, and the beauty of it is that no possible harm can result from their continued use, but on the contrary great benefit.

A Buffalo physician in speaking of the benefits of charcoal, says: "I advise Stuart's Absorbent Lozenges to all patients suffering from gas in stomach and bowels, and to clear the complexion and purify the breath, mouth, and throat; I also believe the liver is greatly benefited by the daily use of them; they cost but twenty-five cents a box at drug stores, and altho in some sense a patent preparation, yet I believe I get more and better charcoal in Stuart's Absorbent Lozenges than in any of the ordinary charcoal tablets."

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by volcanic force, yet so accurate that heavy trains and wagons have no effect upon it. It consists of a horizontal beam supported by a vertical column, as a door is hung by its two hinges. The line between the two points of support of the beam is nearly but not exactly vertical; the more nearly vertical it is the more sensitive the beam is to slight tremors. Any small tilting of the column at right angles to the beam will cause the latter to swing in that direction.

The beam is thirty-seven inches long, and on its end is fastened a small plate of thin brass in which there is a slit parallel to the beam. This moves over a fixed brass plate with a similar slit, but at right angles to the former. A ray of light is reflected through the two slits, which simply serve to narrow it, and moves to and fro as the beam swings.

The light falls on a strip of photographic paper moved by clock work. When the beam is at rest, the movement of the paper causes the light to trace a straight line upon it but when the beam swings back and forth the straight line is changed to a sinuous curve.

The foundation of this instrument is placed on the rocky formation of the earth or as near it as possible, so that disturbances of this formation may be indicated. The seismograph at Baltimore recorded the last earthquake in Central America. Upon the paper were shown a series of crooked lines, like the tops of a mountain range.

Pick and Shovel in Bible Lands.

An Austrian expedition is at work uncovering the ruins of Ephesus. The city gained its prosperity from its being the center of the worship of "Diana of the Ephesians" and from its importance as a center of trade. Ayassaluk, a wretched village, now stands on the site of the ancient city. Among the ruins found are those of the theater, the scene of the riot mentioned in Acts 19.

Dr. Setlen, of Vienna, has found the walls and gateway of a building near Janohah in Samaria, which is attributed to Solomon. He has also excavated a Canaanitish castle 4,000 years old, in the Jezreel valley. Explorations have been made on the site of ancient Gath. Upon a point of the battlefield where it is claimed David slew Goliath, remnants of pottery have been found. In this dis-

trict also has been discovered a huge block of stone, which evidently formed one of the "high places" often referred to in the Old Testament.

Early People of America.

Some of the most famous scientists in the world took part in the discussions at the meeting of the International Congress of Americanists in New York city. They had much to say about recent discoveries in Mexico and Central America. It has been proved without question that these people had reached a high stage of development in science and art. They were regular in their habits and earnest and devoted in their religion. The ruins so far uncovered show a striking likeness to those of Egypt.

Ruins of temples and tablets on which there were inscriptions in hieroglyphics were lately dug up in a street in the city of Mexico. The records show that the old town was razed by the Spaniards to make way for the modern city. In other parts of the country relics on which there are writings have been found that throw much light on the character, manners, and customs of the ancients in Mexico.

Investigations have shown that the Mexicans were very much in earnest about their religion. Self-torture was among their penitential rites. Among the methods were piercing the tongue and ears, drawing rough cords and reeds through the holes thus made, and placing the blood in sacred urns for deities. It was used later, after it had been consecrated by the priests, on the faces of those who had done wrong. The traditions were confirmed by pictures on stone walls and temples and by the records found in the monasteries.

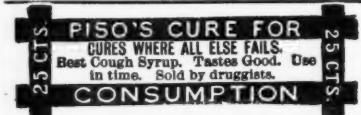
The Jewish Race.

There are scattered about the world some 10,000,000 Jews. In Russia there are 5,000,000; in Austria, 1,500,000; in America, 1,500,000 (nearly 600,000 of whom are in New York city); in Germany, 1,000,000; in the Balkan states, 300,000; in Great Britain, 200,000; in Belgium, 150,000; in Turkey, 125,000; in France, 85,000; in Asia, 300,000; in southern Africa, 80,000.

New York is far ahead of any other city in the number of Jews it contains. Budapest comes next with 170,000; then follow Vienna and Odessa, each with 140,000; London, 120,000; Berlin, 110,000; Philadelphia, 100,000; Paris, Amsterdam, Lemberg, Salonica, modern Jerusalem, and eight other cities, each 50,000.

Very Few Alligators Left.

The alligator has nearly disappeared from the South, owing to the popular demand for shoes, satchels, and pocket-books of alligator skin. J. Knight Perkins, of Kalamazoo, lately searched the southern portions of the country for fourteen-foot alligators. In all New Orleans he could find but one alligator ten feet long. He found that even little alligators, from four to eight inches long, had disappeared from the market.



An Ancient Foe

To health and happiness is Scrofula—as ugly as ever since time immemorial.

It causes bunches in the neck, disfigures the skin, inflames the mucous membrane, wastes the muscles, weakens the bones, reduces the power of resistance to disease and the capacity for recovery, and develops into consumption.

"A bunch appeared on the left side of my neck. It caused great pain, was lanced, and became a running sore. I went into a general decline. I was persuaded to try Hood's Sarsaparilla, and when I had taken six bottles my neck was healed, and I have never had any trouble of the kind since." MRS. K. T. SNYDER, Troy, Ohio.

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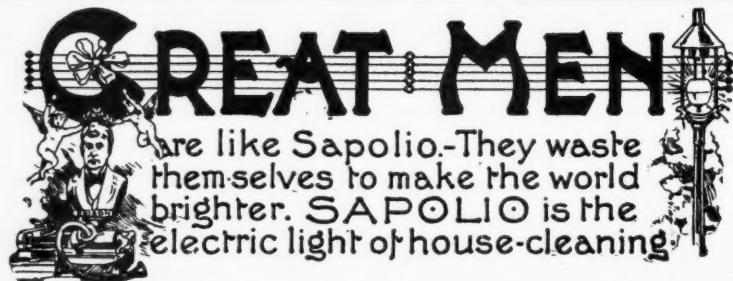
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Literary Notes.

Country Life in America for November is a magazine beautiful in its illustrations, suggestive of the month in its reading matter, interesting in both. The "Ubiquitous Quail" is a trenchant article on our little game bird in and out of season. "Old Time Gardens," "Staircases," and the "Hunnewell Estate at Wellesley" form some such picturesque and entertaining articles. Chrysanthemums, the favorites of autumn, have quite an interesting and practical place. Many other practical hints are given on other subjects. (Doubleday, Page & Company, New York.)

The Conquest, by Mrs. Dye, presents in romance form the true story of Lewis and Clarke, the first white men to cross this continent to the Pacific, one hundred years ago. Every character in the book is real and almost every word spoken is from an actual document, for Mrs. Dye has spent four years gathering direct information. The book is full of exciting episodes, and historical facts regarding the struggles between Indian heroes of those days. (A. C. McClurg & Company, Chicago.)

Tommy Remington's Battle is the title of a very entertaining book for boys published by The Century Company. It is the struggle of a coal-miner's son for an education, and is at this time especially attractive as throwing much light, in the way of an interesting story, upon the conditions of mining districts.

An English Author Wrote:

"No shade, no shine, no fruit, no flowers, no leaves—November!" Many Americans would add *no freedom from catarrh*, which is so aggravated during this month that it becomes constantly troublesome. There is abundant proof that catarrh is a constitutional disease. It is related to scrofula and consumption, being one of the wasting diseases. Hood's Sarsaparilla has shown that what is capable of eradicating scrofula, completely cures catarrh, and taken in time prevents consumption. We cannot see how any sufferer can put off taking this medicine, in view of the widely published record of its radical and permanent cures. It is undoubtedly America's Greatest Medicine for America's Greatest Disease—Catarrh.

How a Woman Holds a Man's Affections.

A wise and observing person stated the other day that many a wife complains that her husband does not take her out, that she only sees him at meals, or that he makes friendships in which she has no part. Further, that she blames him for neglecting her, and thinks herself ill-used; yet, he is only following the natural instinct of humanity—the fault is really hers. The easiest way a wife can hold her husband's affection and sympathy is by beauty, which is possessed by using the great Dr. T. Felix Gouraud's Oriental Cream, or Magical Beautifier; it will render your skin a soft pearly whiteness, free from tan, pimples, freckles, moth patches, and all blemishes of the skin—at the same time defies detection. The Oriental Cream has stood the test of public approval for fifty-five years, and still gaining more. Gouraud's Poudre Subtile, or Depilatory Powder, will remove superfluous hair without pain or injury to the skin—try it. For sale by all Druggists or Fancy Goods dealers, or direct from Proprietor, 37 Great Jones street, New York city.

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Prof. Charles Marchand

Dept. T 57 Prince Street, New York.

Traits of the Siamese.

Next to China, one of the most interesting countries of Asia is Siam. The people are Mongolians, closely allied to the Chinese, and, like the people of the Celestial empire, they are quick to learn. Like the Chinese, also, they are submissive to authority, formerly indicated in such customs as that of crawling before the king, and still illustrated by the dependence of all classes upon the influence of the princes and nobles.

A national trait, often noted, is their lack of seriousness. So great is their fondness for shows and processions that they seem at times to be a nation of children. A cabinet council will even break off in the midst of some discussion to admire some new toy brought in by one of its members. The vice of gambling is one of the greatest curses of the country. The government gets a great part of its money from gambling houses, public lotteries, and opium.

Polygamy is permitted but is not very general. Women are not kept in strict seclusion. The people are fairly honest, yet there is a surprising lack of business aptitude. An attempt is being made to introduce European ways, but it is a difficult matter. The East is not merely Europe some centuries behind in progress; it is something totally different.

The Siamese are indolent. They leave nearly all the hard work to Chinese immigrants. Hence the Chinese have spread rapidly and become very prosperous in Siam. Not only do they perform most of the manual labor, but they have almost the whole of the retail trade in their hands. They are equally successful in mining and farming. The Chinese are frugal, industrious, and intelligent and can go ahead on plans laid out by others, but they do not seem to have much power to originate plans of their own.

Dr. H. G. Remsnyder says: A lady was suffering with headache and vomiting. I prescribed antikamnia tablets, and when next I saw her she informed me that the medicine I gave her not only relieved the headache, but also the vomiting. Having other cases on hand, I gave each of them antikamnia in five-grain tablets and was delighted to find that every case was decidedly benefited thereby.—Hospital Bulletin.

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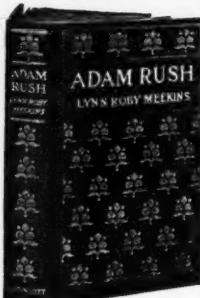
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